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STIMULATING AND DIRECTING READING

By Margaret Southwick, Director of Libraries, Gary Public Schools

Using the Special Display

Every teacher-librarian*, though constantly and zealously using the word-of-mouth, person-to-person recommendation to direct young readers, feels the limitations of this method or of any one method. She therefore seeks to extend her influence by every device that she knows and every agency that she can call upon. Some of the devices well-known to all teacher-librarians are the following:

- Posting subject lists
- Posting annotated lists
- Telling stories, by the librarian
- Telling stories, by children
- Putting on auditorium programs
- Making special drives on special reading activities
- Making drives during special weeks, especially Book Week
- Using displays and exhibits to stimulate and direct reading
- Cooperating with classroom projects
- Keeping teachers informed of material bearing on their subject, especially new material
- Making bibliographies for teachers and for pupils
- Making the bulletin board the Voice of Service
- Building a collection of fine editions and of pictures, etc., etc.

One of the most used devices is the special display. The idea for a special display may originate with the teacher-librarian or a pupil or a group of pupils. Wherever it originates, the librarian should keep in mind that its purpose is the stimulating and directing of reading, and not the decorating of the library. Following are some of the

most successful displays which have been used to stimulate and direct reading in the school libraries in Gary within the last two years:

1. A Collection of Newspapers Printed in Foreign Languages. This collection is gradually growing through contributions of various students. Through it children have become interested in similarities and differences between various languages, and in various alphabets. Whenever parents come to the library they seem especially interested in this display.

2. A Collection of Maps—Road Maps, Political Maps, Pictorial Maps, Book Maps, Charts of Airways and of Ocean Floors.

3. Pottery. Greek, Egyptian, and Indian pottery, with posters and designs. Most of the designs used on the posters were obtained from illustrated reference library books and the picture file.

4. The Deck Plan of a Large Ocean-Going Steamer. The poster was 3'x4' and showed the detailed floor plan and location of each deck. The prices of the stateroom for certain cruises were listed, and the children had interesting discussions among themselves concerning imaginary trips. This necessitated map study.

5. Spring Activities. When the first warm days of spring came, a group of sixth-grade boys asked if they might arrange a display of spring activities. They made a list of things of interest, collected them, and arranged their material at the top of the display case. They mounted a poem about spring, an appropriate picture, some newspaper clippings about spring sports, and the word SPRING in large letters. Below these they placed some bird books, a book on plants, a pamphlet on kite-making, a boy's handbook, a copy of the *Nature Magazine*, and a book on gardening.

* The full-time librarian who has regular scheduled library classes in her library, and who has teacher-status in the school.

6. Book Map of Europe—made by pupils in summer school.

7. Famous People of History. For this display a large number of pictures was collected—portraits of Mary Stuart, Queen Elizabeth, Julius Caesar, Cleopatra, Moses, David and Goliath, Sir Walter Raleigh, etc., and scenes from their lives.

8. Coins. One library has had an excellent loan collection of coins. Another is now making its own collection, which when completed will be mounted in a picture frame with a description of the coins, their history, their value. A World War veteran brought his collection of foreign coins, paper money, and war medals to show the pupils of another library.

9. Early Life in America—pictures, models of block houses, spinning wheels, candle molds, foot-warmers, etc., together with special recommendations for Thanksgiving reading.

10. Birds. Bird house plans, birds of this region, list of material available in the library room on birds.

11. Airplane Models—with scrapbook collections of airplane pictures and articles, books and magazines on aviation.

12. Book Illustrations by Famous Artists. This display has had lasting value.

13. The Illustrations of N. C. Wyeth. The librarian collected as many of the illustrations of N. C. Wyeth as she could find in magazines and book jackets and posted near a display of books illustrated by this famous artist. The exhibit attracted the attention of the entire school and was very successful in advertising not only the book illustrations by Mr. Wyeth, but all books beautifully and appropriately illustrated.

14. Spring Poems. Children in the library hunted spring poetry. They then copied and posted their favorite poems in the hall just outside the library room. On another occasion in the same school reading record cards were thus displayed and book annotations written by the children.

15. Posters from Foreign Lands.

16. Book Mending Material. Book mending material was displayed with sample

instructions for repairing books and some books repaired by library pupils. This increased interest in keeping books in repair by treating them well. When a pupil now finds a book needing attention, he takes it to the librarian, who allows him to mend it by himself if a minor repair only is needed.

17. Stamp Collections. Members of the library classes brought their own albums. Much interesting reference work resulted from a study and discussion of these collections.

18. Posters. The art classes have always been very generous about making posters for the library on the general subject of reading. Individual pupils have made contributions also. If these posters are saved and the entire accumulation exhibited once a year, the exhibit will be surprisingly impressive.

19. Dogs. From discarded magazines and picture files a group of eighth-grade boys gathered an immense amount of material on dogs. Books, stories, reference material were displayed with the pictures. In one school where this same subject was used for a display a little different slant was given by calling it "Being Kind to Animals."

20. Travel. The art department made an attractive travel poster. When this was put up for display, pamphlets on travel and some travel books were placed below. As a direct result of this display one boy read *David Goes Voyaging* and *The Land of the Long Night*.

21. Women Worth Knowing.

22. Representative People in Various Trades and Professions—their pictures and articles about them.

23. Anthologies Made by Pupils, Containing their Favorite Poems.

24. Ships. Pictures and models of ships of various periods, nations, and types. Stories about boats and the sea.

There are several things to keep in mind when planning a school library display.

1. The display should aim to stimulate and direct reading. It should say some-

thing. It should not be "beautiful but dumb."

2. It should direct to reading at the intellectual level of the children.

3. It should take into account the natural age-grade interests of boys and girls; i.e., it should be planned from the standpoint of the child's interests rather than the librarian's.

4. It need not be a fixed and completed piece of work before it is set up. In fact, the most successful displays grow as the children study them, make suggestions, rearrangements, and contributions.

5. Each display should contribute to the arousing or deepening of worthwhile interests.

Co-operating with Classroom Projects

Teacher-librarians will find that cooperation with classroom teachers in their classroom projects will bring about big returns. Projects initiated in the classroom mean directed, interested, and worthwhile reading in the library, if the librarian makes useful material available.

Following is a list of quotations from monthly reports of teacher-librarians in Gary. These brief quotations tell a few of the ways in which the teacher-librarians are cooperating with the classroom teachers.

1. "A list of all books in the library has been sent to all teachers in the building and to all the supervisors once a year after the new books for the year have been received. This is still possible because the school library is young and small. However, the last list was twenty-eight pages in length. The librarian hopes to continue this list even when the library is much larger because teachers have found it so useful." (Horace Mann.)

2. The following note was put in the box of each teacher in this school: "From time to time book-jackets from our new books will be placed in your box if the books are of special interest to your department. We hope that you can use them on your bulletin boards. If not, kindly

pass them along to someone else in your department. Jackets may be discarded when you are through using them unless a note is attached asking that they be returned. We are hoping to bring these books to the attention of your students in this way." (Horace Mann.)

3. At the request of an English teacher the librarian called attention to all material in the library on Greek mythology. The story of the Trojan war was told to all the older groups. *The Play Book of Troy* (S. Meriwether) was displayed. The classroom teacher was studying *The Travels of Odysseus* and wished to enrich her study. (Thomas Edison.)

4. Groups of books are sent to classrooms to provide background material during the period of a certain study. For example, the librarian sent thirty-two books dealing with the period of chivalry to a teacher whose class was studying *Ivanhoe* (Lew Wallace).

5. The librarian sent the following notice to all teachers in the building: "The library will gladly undertake the following services:

- Making lists on special topics
- Sending clippings for the classroom bulletin board on specified topics
- Sending illustrated material
- Calling the attention of the teacher to articles in current magazines
- Arranging for special reserve shelves for the class
- Gathering material for oral talks, round table discussions, or written reports
- Calling attention of the teacher to new books on her subject
- Posting lesson assignments in the library
- Including in the book orders books suggested by the teacher
- Exhibiting classroom projects in the library." (Lew Wallace.)

6. "A senior English teacher brought her class to the library one noon hour to browse among our books of poetry." (Horace Mann.)

7. "Several teachers have been bringing in class groups for a library lesson. An

English teacher brought in four classes for lessons on the arrangement of the library and the card catalog. A social science teacher brought in three classes for the same service; a commercial teacher also." (Horace Mann.)

8. "Pamphlets on Vocations have been put in a special drawer in the pamphlet file. For pupils interested in library work as a career the librarian has prepared a special bulletin listing the accredited library schools, general requirements, and kinds of training available. These were distributed to any interested students who requested them." (Horace Mann.)

9. Reference shelves are provided for any teachers requesting material on a given topic. (In any school.)

10. A fourteen-page bulletin on "Sources for Pictures" was given out to each teacher. (Horace Mann.)

11. "An index to articles in the *National Geographic*, covering all back numbers contained in the library, was prepared and posted in the cupboard in which the magazines are stored. Teachers and pupils can now easily find out whether the *National Geographic* has an article on a given subject without searching through the complete file." (Tolleston.)

12. "Blanks on which teachers record their requests for reference material are now being placed in teachers' boxes on Thursday evenings. All blanks are returned to the librarian's box on Friday whether filled out or not. These have been increasingly used. By having the blanks filled out on Friday when the teachers are making their plans for the next week and returned on the same day, the librarian is able to collect her material on Saturday mornings when the rush in the library is not so great. (Horace Mann, East Pulaski.)

13. "Our catalog of short stories is now practically complete. It is an easy matter now for teachers and pupils to find new short stories in our library." (Emerson Senior Library.)

14. "Special attention has been given this month to correct positions while read-

ing. Miss Moon, who has charge of the sight-saving classes, donated a poster which sets forth the proper reading habits. A great deal of individual attention has been given to children who habitually assume poor positions while reading." (Emerson Junior Library.)

15. "A boy is working industriously in order to win a merit for book binding in Boy Scout work. He has come to the library almost every evening after school for three weeks in order to repair books." (Emerson Junior Library.)

16. "All reference questions are now being typed on cards together with the source in which the answer was found. These cards are then filed in a catalog drawer. Of course the system was devised to save the librarian the trouble of looking up the same answer more than once, but there are other advantages to the plan. Pupils now can find the source for answers to their questions themselves, if the question has been asked by anyone before, thus learning much about the various reference books in the library, in addition to saving the librarian's time. The file also has another incidental use: It becomes an inexhaustable source for interesting oral talks or written reports in English, history, and science classes." (Horace Mann.)

In return for our co-operation with other departments of the school, many nice things have come to the library.

1. "The art teacher recently asked us if her classes might work on a project to make a book plate for the library." (Horace Mann.)

2. "Pupils in ninth-grade English classes wrote about one hundred letters of request for free pamphlet material for the library." (Tolleston.)

3. "We advertised for back copies of the *National Geographic* and received more gifts than we could use. Extra copies were sent to other librarians needing copies to complete their files."

4. "Teachers and principals have co-operated in a campaign for the recovery of lost books."

5. "The art departments have generously contributed posters on the general subject of reading."

6. "The woodshop has made stools, bulletin board display cases, etc., according to our specifications."

7. "Pupils have donated good editions of books which they have outgrown." Pupils have contributed plants and flowers in many instances. In some libraries the children themselves take care of the plants.

8. Principals and supervisors have contributed pictures and books and have encouraged the library in every possible way.

Teacher-librarians should keep the following things in mind if they wish to utilize the classroom project as a means of directing and encouraging library reading:

1. Classroom teachers must be kept informed of library material available for reference work in their classes.

2. The teacher-librarian must be interested in classroom projects.

3. The teacher-librarian must devise some economical plan by which the classroom teachers notify her in advance of their reference needs.

4. At the beginning of the year the teacher-librarian should explain as clearly and as tactfully as she can either by word of mouth or by a bulletin the few simple and reasonable rules and regulations by which her library is governed so that she is not constantly antagonizing teachers by her refusal to grant various unreasonable requests—such as, for example, the request to charge out a single volume of an encyclopedia for "a day or two."

5. The library exists to serve the pupils in the school. The librarian must be constantly on the alert to find new ways of serving. There should not be so many restrictions and regulations about the library and the librarian's services that the teachers and pupils leave the sacred books alone rather than go through the necessary red tape to get material for their projects.

The Auditorium Program

Through the auditorium program the teacher-librarian occasionally has the opportunity and privilege of demonstrating the various types of worthwhile activity carried on in her room. This can be done most successfully, of course, when the program is an outgrowth of actual work in the library, not a set and memorized "piece" or play.

Following are brief descriptions of auditorium programs suitable for presentation by elementary pupils:

1. In a Book Shop. *Aim:* To recommend interesting and appropriate books for various types of reading interests. *Setting:* A book shop. *Actors:* A clerk and as many customers as the librarian desires. *Description of Action:* Customers come to the store to buy books for various purposes. A girl wants a book for her brother's birthday. His chief interest at the moment is in sea stories. The clerk recommends *Typee*. A customer who hears the conversation interrupts to tell how much he has enjoyed *Jim Davis*. Another customer wants a book of collective biography. The clerk and the customers talk to one another about books and authors, fiction and non-fiction, illustrated editions, etc., in a natural way.

2. Reference Books. *Aim:* To show the various reference books in the library, the scope of each, and the way to use each. *Setting:* The reference corner of the library. *Actors:* Six or eight children who supposedly have come to the library to do reference work for classroom projects and a librarian (child). *Description of Action:* Children come to the library one by one to do reference work for some classroom or individual project. Some children ask the librarian for help. This means that the librarian can explain the different types of reference books and the organization of material in each. Children stationed in the audience rise with reference questions prepared in advance, and children on the stage find the answers and read them. The reference questions are so planned that the audience will be interested in hearing the answers.

A set of prepared questions on reference books, printed in large type, is posted at one side of the stage. Questions are put to the audience to answer, as a check on the program.

3. **Library Etiquette.** *Aim:* To illustrate right conduct in a library. *Setting:* A library. *Actors:* A librarian (child) and two teams of children: one team that shows the wrong way of behaving and one that demonstrates right conduct. *Description of Action:* A child comes on the stage, noisily greets a group at a library table and slouches into her seat. The readers register annoyance. A member of the second team then comes into the library, quietly finds her book, and takes her seat without disturbing the other readers.

A member of the first team goes to the shelf, pulls out a book, and wets his fingers as he turns the pages to look at it. A member of the second team takes a book from the shelf and turns the pages in the correct way.

As each point of library etiquette is illustrated, a child who stands at the side of the stage holds up a rule or regulation for library conduct printed in letters large enough for the whole auditorium to see.

4. **How We Assembled Our Display (on Dogs).** *Aim:* To show the resources of the library on a given topic and to advertise stories on a certain subject. *Setting:* A corner of the library showing a bulletin board, a display case, and a table. *Actors:* The boys and girls who assembled the display for the library. (Note: It is important that the same people put the program on who built the display. They will have a much fuller knowledge of what they are doing and will be more interested in telling what they have done.) *Description of Action:* The children tell in turn how the idea for the display originated, how it grew, what was contributed, and what the display finally consisted of. Since this particular program is on dogs, some child reads a dog story; another shows pictures of different kinds of dogs and asks members of the audience to identify the breeds; lists of good

dog stories are printed in reasonably large letters and hung on either side of the stage; children on the stage or in the audience pick out certain favorite titles to tell about about briefly.

5. **Illustrators of Children's Books.** *Aim:* To acquaint children with the people who have done so much to make their books attractive by illustrating them appropriately and beautifully, and to interest in the reading of these books. *Setting:* A corner of the library. A way must be provided for displaying the illustrations. *Actors:* A group of children. *Description of Action:* A child introducing the program tells how the library classes became interested in the beautifully illustrated books in the library, how they asked their librarian to tell them something about the illustrators and the different types of illustrations, and what they learned. Other children show the work of various artists, giving names, possibly a very few facts about the artist, and showing various books which he has illustrated. If the auditorium has a stereopticon, illustrations can be projected on the screen. At the end of the program children hold up illustrations by different artists and ask volunteers in the audience to guess the name of the illustrator.

6. **Our Own Anthology.** *Aim:* To interest pupils in reading poetry. *Setting:* A corner of the library, with a library table on which is displayed a collection of volumes of children's poetry. *Actors:* A group of children. *Description of Action:* Various children read or recite their favorite poems. Well-known poems are read without the title and children in the audience are asked to guess the title and the author. Occasionally the group on the stage talks informally about the poem or the author. For example, after Betty has finished reading *Velvet Shoes*, a child in the program may say, "That poem makes me feel like walking on tiptoe. All the words are so quiet." Another child may continue, "I like poems about winter. I know one about a snowstorm too, but mine isn't quiet. The name of mine is *The Snow Storm*. It is by Ralph Waldo Emerson."

The program should be kept as natural and spontaneous as possible.

7. **Dramatization of a Favorite Story, or Scene From a Story.** *Setting:* Appropriate to the story. *Actors:* Characters in the book. *Description of Action:* The scene chosen should not be too long nor too involved. There should not be too many characters. The children should plan the dramatization themselves. Costumes should not be elaborate. Scenes from *The Wooden Doll*, *Heidi*, and *Little Women* make excellent dramatizations. But it is not always necessary to choose a scene from fiction; there are parts in *The Promised Land*, *On the Bottom*, *Autobiography of Buffalo Bill*, etc., etc., admirably suited to dramatization.

8. **The Dewey Decimal Classification, or How to Find Books in the Library.** *Aim:* To instruct children in the way to be independent in the library. *Setting:* The library. *Actors:* A librarian (child) and group of children. *Description of Action:* The bookcases contain books in the various classes and the number for each class is clearly displayed. At one side of the stage the following simple explanation of the Dewey Decimal Classification (prepared by a summer school student at Columbia University) is printed in letters large enough for the auditorium to see.

- 000-099 Books about books and general things.
- 100-199 Man thought.
- 200-299 Man thought about God.
- 300-399 Man thought about his neighbors.
- 400-499 Man talked to his neighbors.
- 500-599 Man studied the things about him, as stars, trees, birds.
- 600-699 Man made useful things.
- 700-799 Man made beautiful things.
- 800-899 Man wrote.
- 900-999 Man made records.
- A record of a journey is a travel book.
- A record of a life is a biography.
- A record of events is a history.

At the front of the stage is a book truck with single titles from various classes. Dif-

ferent children explain the need for a way of classifying books in the library and the system worked out by Mr. Dewey. At the end of the explanation other children and the librarian ask such questions as might naturally be raised by people unfamiliar with the system, in order to drive home the lesson. Then the librarian gives a brief description of the content of some book on the book truck, and hands the book to a child with instructions to put it on the shelf where it belongs. The librarian says to the audience, "Did Robert put the book in the right place?"

9. **Our Favorite Books.** *Aim:* To acquaint the audience with the number and types of magazines in the library and to show what one may expect to find in each. *Setting:* A corner of the library, showing the magazine stand. *Actors:* As many boys and girls as magazines. *Description of Action:* Children show the magazines, telling what type of material they contain. They read interesting snatches of articles, stories, new items. At the end of each talk children on the stage or children in the audience ask such questions as occur to them about the magazine and offer such contributions as, "I remember a good story I read in that magazine. It told how some Alaskan huskies carried serum to a village and stopped an epidemic." Children posted in the audience ask such questions as, "I like to read about birds. Have you any magazine that I would be interested in?" "I want to make a radio. Is there a magazine that would tell me about radios?"

Following are a few suggestions to program-making:

1. The program should be creative in type. It should grow out of the library experiences of the children and should be built up by the children themselves from the fullness of their interest and information.

2. As a general thing it should not be memorized. The program should be discussed, planned, outlined, and developed rather than rehearsed. However, if a selec-

tion of real literary merit is being presented, there is value in having the children give the exact words of the author.

3. It should develop the child who takes part in imagination, ability to select worthwhile and suitable material from a mass of

materials, resourcefulness, poise, and good speech habits.

4. It should not be too long. Fifteen or twenty-five minutes is long enough.

5. It should interpret and illustrate library aims, processes, and activities.

SCHOOL LIBRARY PROGRESS AND NOTES

Anderson High School. Consent was given this year to have the glass doors removed from book cases, thereby improving the appearance of the library as well as stimulating interest in the books. On the backs of the books on reserve I put green stars so that students shelving books would have no difficulty in deciding that they were to go on the Reserve rack.

MRS. EDYTHE I. SCOTT.

Beech Grove High School. At the request of a number of citizens the school library was opened to the public this year two afternoons and evenings each week. Traveling book collections from the State Library were added to the school collections and teachers take turn about in donating their services in attendance. Results have been fairly successful. A second plan which we have just put into effect is the organization of student library helpers into a Library Club. I have divided the workers into three classes, stenographers, assistants, and pages. The stenographers do all the typing for the Library and if I happen to want to write letters I even dictate them to the students to type. This gives them actual office practice and helps a great deal in their commercial work. The assistants charge books and prepare new books for circulation. I am teaching all the members binding, in which all are very much interested. Later in the semester we are planning some field trips to other libraries.

MARY ALICE EPLER.

Bloomington High School. The senior library has moved back into the room that was used for the library when the high

school was built. The junior library now occupies the room that was used by the senior library. The present senior library is ideally located as it opens into two large study halls. The attendance is taken in the study hall and students come into the library through the door connecting the library and the study hall. This arrangement does away with troublesome passes and noisy passing to the library. The students select the books they need, check them at the desk and return to the study hall for the rest of the period. The seating capacity in the library is limited to 32, and each period the general reference books, magazines and newspapers are used by students who remain all period. Junior high school students are assigned two library periods a week. The freshmen are assigned one library period each day. Mrs. Arthur Stonex is in charge of the junior library. The class in library methods had an enrollment of 22 students the first semester, and has enrolled 26 for the second semester.

Through the courtesy of the Blue Triangle, a branch of the Bloomington Girl Reserves, a picture from the Hoosier Art Salon will hang in the Bloomington high school library each month. The painting for the month of January was by F. M. Williams and is entitled "Birches in Wisconsin."

ELLA DAVIDSON.

Brookville High School. In the fourth, fifth and sixth grades an experiment to encourage outside reading has been started. Once each week a regular reading recitation is used as a free reading period. During this time the pupils under the guidance

of the teacher read books they have borrowed from the library. This project offers the following advantages: it gives the teacher an insight into the pupils' interests and reading habits; it popularizes books; it encourages home reading; it establishes a habit at a time in life when habits are easily formed. The teacher in charge keeps a record of books read and the time required for reading each.

Comments are often made by teacher or pupils which create interest. Sometimes the teacher reads interesting parts of books to pupils, thus creating a desire on the part of the pupils to read the books.

A project carried on in the sophomore class at present is helping to solve the problem of required outside reading for that class. The class has a sixty-minute English period every day. Forty minutes are spent in recitation and during the remaining twenty minutes the pupils read books on the outside reading list. With our public librarian's permission we have in the class room approximately three dozen books. The teacher in charge keeps a record of books read. Frequently a few remarks are made to the individual regarding the interest of the book. This, of course, is done without disturbing the rest in the room.

DOROTHY REIFEL.

Covington High School. IMPRESSIONS OF A SUPERINTENDENT. To one who has always had the service of a trained librarian, the function of that faculty member is always taken for granted. However a library that is not classified, well arranged, planned and administered, is about as satisfactory for the student to use as a rusty saw is for a carpenter.

Two years ago the Covington high school had merely a nondescript assortment of volumes, for that is what a collection of books is where there is no librarian. When our librarian came on the job her first task was to sort out and discard material that could not be used by high school students. The next task that was undertaken was to repair and rebind books that were not in good condition. New volumes were ordered

to take the place of those that were discarded.

The third task was to undertake the classification of the library. The services of Miss Helen Clark of the State Library were of greatest value in this undertaking. Under her direction the classification was accomplished in a couple of days. In other words our saw had been polished, sharpened and fitted and was now ready for service. It is now a genuine inspiration to go into the library and see with what confidence a student approaches the study of some definite topic.

We think our librarian is a good mind reader for she can usually infer what the various classes are studying and usually has appropriate material assembled and ready for the use of the classes. Teachers are often surprised to receive notes from the librarian telling them where they will find certain materials. At this point it might be well to emphasize the value of a little foresight on the part of the teachers in regard to telling the librarian what the work is when they begin a new unit of teaching.

The introduction of a new topic into a school is a splendid test of the smoothness of which a library organization can function. I am referring especially to vocational guidance. When our school first began an organized attack upon this problem there was much difficulty in finding appropriate material. Other schools apparently had the same difficulties if one can judge from the flock of books and deluge of material that came at about this time. However, when the outlines for vocational guidance were prepared it seemed as though a bibliography for those topics appeared almost as though by magic. It is remarkable to see how well worn the outlines have become by use.

I would say that a school with six or more teachers could afford to dispense with half of some teacher's instructional time in order to secure a trained librarian.

L. L. DOWNING,
Supt. of Schools.

Gary: Horace Mann School. To have a few useful tools in the library workroom is a desideratum. These need not be expensive, nor designed especially for library use. Like the devices in a good kitchen, some of them will be home-made.

We had no work table at first and had to paste and mend at our polished oak desk. A square of oil cloth spread over the top and anchored under the ledge with thumb tacks paid for itself. We could wash it off and roll it up when we were through. At another library we had a beautiful work table on which we never pasted until we spread newspapers—from eight to ten thickness—over its surface. As the uppermost sheet got sticky we peeled it off and threw it away.

One library teacher keeps her library adhesive in a stone jar which she bought at a hardware store. It holds about two quarts of paste and has a wide mouth into which you can dip a three-inch brush. The lid is stone, too, and if the mouth of the jar is wiped off with a wet rag after the pasting is over, the lid will never stick.

Pouring library adhesive from a gallon-size tin can was awkward until we made a lip to pour from. We took a tin sugar scoop and removed the back and widened the scoop to conform to the shape of the round opening in the can. We wired it to the can, and flopped it over inside after we were through pouring, and screwed on the lid.

Some librarians keep the library paste in Mason jars. Here is a way to thin paste uniformly: graduate the jar by marking it off in thirds with a sharp tool borrowed from the shop man. To make a very thin paste fill with paste to the first line and to the top with water. Thicker paste is two-thirds paste and one-third water. The lid of a Mason jar can be fitted with a device to hold the brush. Solder to the center of the lid a dust cap from an old tire. You can stick the handle of your brush up into the empty dust cap, screw on your lid and have your brush always moist and ready for use. A shellac jar fixed the same way

obviates the necessity of cleaning the shellac brush in wood alcohol each time it is used.

Paste cloths are so cheap when bought by the yard as cheesecloth that it seems frugal to wash them. But we do. We like to have plenty. It is fun to rinse these porous pieces through soap suds. They dry almost instantly.

We reinforce the covers of our magazines instead of placing them in binders. We remove the cover from the back of the magazine, apply paste to the obverse side and place it, paste down, on a sheet of brown wrapping paper. Then we trim it around. When the magazine is the simple folio type like the *Scholastic* we sew the cover back on, punching holes with the awl and sewing with bookbinder's thread.

There are fine points about the sewing. If the magazine gets hard usage, like the *Literary Digest*, it is better to prick the holes the length of the magazine about $\frac{1}{4}$ inch from the folded edge. We use an overcasting stitch, being careful not to pull the thread too taut. Drawing the thread three holes and tying it at the center hole is sufficient to hold the cover on a magazine that receives the ordinary wear and tear. To keep awls slick, stick them point foremost in a cocoa tin lined at the bottom with scraps of soap, out of which we make a satisfactory jelly by adding a little water. We used to wax our own thread over rosin but now we buy bookbinder's twine and braid it after the long strands have been cut.

When a magazine is thick through, like the *Atlantic*, after we have reinforced the cover with wrapping paper and trimmed it down, we cover the wrapping paper side with paste and place the cover back on the magazine. The paste adhering to the first and last pages and the back of the book will hold it on firmly.

We don't have a book press so that when magazines are ready for the pressing we put them for 24 hours' rest beneath the reams of bond paper that are packaged

and stored in our cupboard. This makes a neat finale to a good job of pasting.

Good librarians are generally good housekeepers and an orderly library workroom is as much fun as an orderly kitchen.

REZIA GAUNT.

Lafayette: Jefferson High School. During the summer of 1930, our school library was reorganized and all obsolete books were discarded; the classification was simplified and book pockets and cards were placed in all books. Our aim was to increase the circulation of books, and the following figures show that we have accomplished that to some degree.

School Year	October	November
1929-1930	134	170
1930-1931	566	857
1931-1932	986	1,068

When inventory was taken last June at the close of school, we found there were 35 books missing, which is slightly over one per cent.

Our library is a very busy place. Students are permitted to come directly to the library when they have a study period. Some schools ask the students to show a pass from a teacher, stating they have reference work to do. We are trying to keep away from that, for we feel that freedom in their attendance at the library is the more ideal situation. We want them to learn to browse through the books and thus find many beautiful thoughts and interesting ideas. Of course, some will be inclined to abuse this privilege and play or waste time; but we are trying to show them that quiet and industry make the proper library attitude. Members of the faculty say they can notice an improvement by just stepping into the library and watching for a few minutes—that there is more industry and better conduct; so we are accomplishing something in our attempt to have them learn that the library is a workshop for the pursuit of some definite piece of knowledge, and a place where one reads good books and magazines.

There is one librarian in charge, and she has two unpaid student helpers each period who give out reserve books, collect the attendance slips, sort them and deliver them to the study halls. From three hundred and fifty to four hundred is the average daily attendance.

MRS. THELMA SKOMP.

Logansport: Roosevelt School. "Reading is the most important subject in the curriculum of the elementary school. By means of reading the pupil can extend his experience away from his immediate environment, and gather the interesting information and the vital facts that provide the settings and the background needed for interpretation and for constructive thinking in all the varied fields of human endeavor. Reading is the key that unlocks the great storehouse of knowledge and wisdom, art and culture."

"Children learn reading through practice. The teacher in the intermediate grades is not a teacher of reading quite so much as a director of reading activities:"—*The Psychology of the elementary school, by Wheat.*

Plenty of good books should be provided for use in the class room. The reading activities must be directed by teachers who are interested in good reading and love it. Teachers should be able to furnish the enthusiasm and the guidance, and should be familiar, not only with all that is lovely and interesting in children's books, but she must have a wide range of experience with the best literature that has been handed down through the ages, in order that she may properly direct the extensive reading of those whom she expects to guide.

In most instances, the school city can not furnish sufficient books for such an extensive reading program. The public library will gladly supply books for the school library and for individual pupils. In our school we take advantage of this splendid opportunity and we build our reading program on this idea; "that children's tastes for good literature are cultivated, not natural, and their love for good literature

results from a wide acquaintance with good literature."

With the co-operation of our librarians we select those books that "will acquaint the pupils with the concrete experiences of life in all its varying phases, that will fill his mind with a multitude of interesting facts, broaden his experience and enlarge his interests."

Our plan is as follows: Two days of each week are devoted to an extensive study of the material in our *State Adopted Text*; one day to the reading of poetry just for pleasure and for the beauty of the poems; and two days are spent in reading stories. In planning our reading activities for the semester, we study carefully the groups that are to constitute our classes. The selections for our library work are made according to the suggestions in the text, and from graded standardized lists. The child is given his choice from books belonging to the grade in which he finds himself as a result of standardized reading tests. Gradually he is able to read books of a higher grade, and thus is brought about much of our remedial work in reading.

Our selection of material is made to suit each group. Then from our public library we secure the books. Some of them we keep on the shelves of our school library for use by the children.

A report is made on the books read. This provides opportunity for oral reading and also reproduction.

In the selection of our poetry for the semester, we try to have on our own library shelves books containing a wide range of poetry as to material and as to difficulty, thus making it possible for each child to find something that he can enjoy. These books of poetry we are privileged to keep for the entire semester.

First of all let it be understood that we do not try to *teach* poetry. Rather we try to *expose* all our children to the best in literature of all the ages. Then we "let the poems do to them what they will." By furnishing the best material that the public library can bring to them, we hope that

they will form lasting friendships with the poets.

Each child selects poems suitable to his grade placement, which has been determined by standardized tests given at the beginning of the semester. Then he reads the poems of his choice to the rest of the class, just because it is the thing that he enjoys and wants to share with his classmates.

Our idea is that *every* child should be given the chance to express orally the emotion that the poem arouses in him: the thought that he can *feel*, but which he can not express. If, in his oral reading, he succeeds in arousing in his listeners the emotions that he, himself, feels he must of necessity live through the building of the poem.

Blanche Jennings Thompson in her "Silver Pennies" says, "If a poem is worthy at all, it isn't tough—it is frail and exquisite, a mood, a moment of sudden understanding, a cobweb which falls apart at a clumsy touch." No doubt that is why children, when properly directed, select worth while poetry for their own pleasure and for the enjoyment of others. And perhaps it explains why recently in one of our poetry days, children in a 5-B class selected such poems for their oral reading as the following: "The Rainy Day," "Topsy Turvy World," "In Flanders Field," "If," "The Children's Hour," "There's Room at the Top," "Daffodils," "A Prayer," by Edwin Markham, "The Death of the Flowers," "Woodman Spare That Tree," "My Ain Countree," "The Barefoot Boy," "Song from Pippa Passes," and many others.

Deducing from the above list of poems, wholly voluntary on the part of the child, it seems that children enjoy poems that we generally consider too old for them, and are not so interested in the so-called "poems for children." Emotionally, children feel deeper than we think!

Our Christmas story time is a most interesting one. Early in November we make out a list of stories, poems, and books that we want. These we secure from the library, and for days we revel in the Christmas

idea from "Luke and Matthew," "Santa Claus," and the "Mouse and the Moonbeam."

This year the children of the 6-B and 6-A classes were asked to list the Christmas stories they enjoyed most. From sixty-four pupils the following selections were listed as their choices:

Why the Chimes Rang.....	37
Bobouska	27
Bluebird	19
David's Star of Bethlehem.....	27
Mansion	27
The Mouse and the Moonbeam....	36
The Bird's Christmas Carol.....	27
The First Christmas Tree—	
Van Dyke	12
The Story of the Other Wise Man..	24

It can readily be seen that such programs and such reading activities could not be carried on if it were not for the co-operation of the librarians of our public library. All of us feel that this service to the public schools is one of the most important and most essential as well as one of the pleasantest services that the librarians can render to the public.

Teachers who are not using their public libraries in their reading activities are missing a great opportunity. The librarians are anxious to co-operate in every way, if we will but tell them what we want.

In this way, and in this way only, will we be able to use to the best advantage the wonderful collections of books that the community has so generously provided for us. And thus, teachers and librarians working together, will be able to prepare these children of ours to take care of their leisure time when they go out to take their places in an indifferent and busy world.

KATHRYN FLANIGAN,
Teacher.

Michigan City: Elston Senior High School. Michigan City was very fortunate last year, for in spite of the present depression a new high school library was added to the Isaac C. Elston Senior High

School. The enrollment of the senior high school had increased to an extent that necessitated a larger reading room. The present library is fifty-eight by sixty feet and cost approximately \$8,000. It has a seating capacity of one hundred and forty-four, whereas the old library seated only sixty-two. The unit system of instruction was adopted at the beginning of the fall semester, thereby causing the library to be used to even a larger extent than before.

Four beautiful pictures have been given to the library, which greatly enhance its beauty and environment. Three of these are oil paintings from the Chicago Art Galleries—Indian Summer by Joseph Fleck, Sol de Tarde by A. Ryder, and Noon by John T. Nolf. The fourth is a beautiful etching of The Capitol in Washington by Louis Orr. This picture was given to the library by Mrs. Catherine Barker Hickox. Louis Orr has the unique distinction of being the only living American etcher whose work is in the Louvre. He has been commissioned three times by the French government to make important etchings for it, and he was awarded the Legion of Honor for his beautiful Rheims Cathedral, which was sketched by him during the war while under fire.

MILDRED C. DAHLBERG.

Mishawaka High School. Book week was conducted on a different basis from that of other years. This year the attention was centered on books of different countries. Besides the special posters and lists of books which were on the bulletin boards, there was also a contest between the library training class and an English class. Students, dressed as characters from different books, went from room to room Wednesday morning. The other students tried to guess what character they represented. A prize was given to a student from either class who guessed the largest number of characters correctly. FLORENCE ERWIN.

Richmond: Hibberd Junior High School. The school is very proud of its new library room in the new wing of the building

opened last September. The art department has made very attractive book posters which add attractiveness.

Richmond: Test Junior High School. Not long ago, living characters stepped from the shelves at Test Junior High School, Richmond, Indiana, to entice children to read of their experiences.

Mrs. March and her daughters reading a letter from Mr. March presented a peaceful domestic scene of the 60's from *Little Women*. Another domestic scene far less congenial than that of the affectionate Marches, was depicted by Miss Murdstone checking off the days on the calendar in anticipation of David Copperfield's return to school while his stepfather stood by to keep him studying even during his vacation. Tom Sawyer and Huck Finn, those beloved rogues of American boyhood, carried children back to bygone days along the Mississippi. Black-eyed, Russian Katinka, petite and charming, showed how she danced her way to her heart's desire. These pictures were almost entirely pupil projects as the various English classes decided upon what books they would depict and upon what scene should be used from the chosen book. Pupils planned their own poses and costumed them themselves. Every child in our school saw these and other living book pictures as our home-rooms came en masse and viewed the portrayals during library hour. We, at Test, consider it a very successful undertaking as the circulation of books has increased noticeably since its advent.

EDITHA BALES,

Student.

Rochester High School. Since this is only the second year for the high school library, our progress has possibly been more noticeable than some of the older libraries. We are proud of our library—small as it is! A class room across the hall from the assembly was vacated and five tables, twenty chairs, desk, magazine rack, dictionary stand, seven book cases, a small table and a bulletin board all in light oak, constituted our equipment. Books numbering over 1,450

were collected from the various class rooms and catalogued with the help of Miss Clark. What with our ten magazines in their places and potted plants in the windows, we were ready for business. Last fall nearly 200 more books were added to our shelves. Three more tall bookcases; another bulletin board; containers for last year's magazines; pamphlet binders and several more magazines have helped to make our room more effective. The library room and the contents are used so much that we wonder how we ever got along without it.

VIRGINIA E. BARGER.

Rochester: Fulton County Library. In Indiana there is a growing belief in the library system that it pays "to carry the mountain to Mohammed" rather than wait for Mohammed to come to the mountain.

Fifteen counties have adopted systems of different types for carrying reading matter to schools and individuals in the out townships. Of these fifteen counties, Fulton County maintains and finds profitable an "inside service" type of truck, which is best described as a library on wheels, in which the reader can thumb over titles and make his own selections, with the assistance of a librarian if he so desires.

The library truck service has been found particularly effective in cooperation with the rural schools and in no school more startlingly effective than in the Tiosa (Richland Township) school, in which Mrs. Nellie Newhouse has charge of the reading in grades 4, 5 and 6. Mrs. Newhouse has worked out a system, very largely her own yet resembling the Winnetka system, which has caught and held the attention of educators who have come in contact with the results of her work. Mrs. Newhouse describes her work as follows:

"Believing that the old type of group reading is inadequate to meet the needs of the varying individual differences of pupils we have supplemented it with a system of teaching reading very similar to the Winnetka. Because of state requirements we still teach the old method for three days

out of each week. The other two days we read from library books furnished us by the Rochester-Fulton County library truck.

We are a school of three grades, 4th, 5th, and 6th. Our program allows twenty minutes reading recitation periods to each grade. On library reading days we combine the three recitation periods into a one hour period. During which time each pupil reads from his own library book that has been selected under the careful guidance of the teacher. Each pupil reads a different book and progresses at his own rate of speed.

As the children read, the teacher passes from one child to another, each child reads aloud to her beginning at whatever place he was reading silently. As the child reads orally the teacher is guiding in expression and also determining whether the vocabulary of that book is suited to or beyond the ability of the child.

When a pupil has completed reading a book he is given a test. These tests have been previously prepared by the teacher after she has read the book. The questions are typed on one card and the answers on another. The test may be given either orally or written. If the child successfully passes the test he is given another book of equal or more advanced type. If he fails then it is assumed that the book is beyond his comprehension and the teacher tactfully guides the child in the selection of a book of much easier type of reading. The idea is to keep the reading easy enough that the child may be successful and therefore derive such pleasure from his reading as will induce him to spend much of his leisure time in reading, thus improving his reading ability and likewise enriching his knowledge and experience.

To increase speed in reading we use perception flash cards, having over one hundred of these which are used in various ways the object being to increase the eyespan and thus increase the speed.

A pupil in the sixth grade who has, however, only second grade reading ability may by this method be given second grade read-

ing material without any humiliating embarrassment to him and likewise the second grade pupil with a sixth grade reading ability may be given reading suited to his needs without any feeling of superiority on his part as the library books of course are not labelled second, third, fourth grade, etc. Hence each child reads without consciousness of grade inferiority or superiority.

In order to further encourage extensive reading a library reading grade is given, based on the number of pages read each month. For instance the minimum requirement is 100 pages per month which gives an E grade, 200 pages a D, 300 pages a C, 400 pages a B, and 500 pages an A grade.

One pupil in the first four months of the present school year read 44 books, a total of 12,824 pages, another read 37 books with a total of 9,112 pages. The least number of pages read in that time by any pupil was 650 pages from seven small books. Using the number of pages read as a basis of comparison the one child was able to read almost twenty times as much as the slower one. This shows quite clearly individual differences and how this system meets that need. The average number of books read by each pupil in the four months was 21 with 5,326 pages average total.

As the child's ability and love for reading increases there is an almost exact proportionate increased capacity for comprehension in history, geography and all the subjects of the curriculum. This fact has been very evident all through the three years this system has been practiced.

The subject matter for the 130 books upon which tests have thus far been prepared is varied to suit different tastes and to meet different needs. It includes books of history, biography, science, nature and fiction.

The work of reading these books and preparing these tests is quite strenuous for the teacher but the pleasure and benefit derived from discussing these incidents and getting the pupils reactions is ample pay for the extra labor and makes the "teacher prepared test" more valuable than the commercialized tests.

The Rochester-Fulton County library is under the direction of Mrs. Grace Stingly Mason.

RUTH SUTHERLAND,

Rochester-Fulton County Library.

South Bend: James Whitcomb Riley School. The Riley school library was organized in February 1925. It serves a junior and senior high school with an enrollment of about 1900. The first graduating class of June 1931 set aside the sum of \$150 which is to be permanently invested; the interest of which is to be spent yearly on books for the library. These are chosen by a committee consisting of the principal of the school, the head of the English department, the librarian and a member of the class. A small sum was also given to be spent at once. Twelve books have been purchased which is the nucleus of that collection.

The present January class has added to the original amount and has asked that it become a class tradition to add to this alumni memorial library fund.

The Braman Memorial Collection organized in 1925 by W. H. Braman of South Bend in honor of his deceased son is growing very fast. This collection includes only books suitable for boys of the 9th grade. Each year Mr. Braman adds about 20 books to the collection.

These two collections, of which we are very proud, seem a fitting memorial to any school.

EDNA G. GILLOGLY,

Librarian.

Terre Haute: Wiley High School. Several years ago the ninth hour in Wiley high school was given over to extra-curricular activities. As this left groups each day in the home rooms it seemed to be an opportunity to establish a library hour. With the approval of the principal this was done. At this time students are allowed to go to the library to browse among the books and magazines. The only regrettable feature is lack of space, and many return passes must be signed for those who cannot find chairs.

MRS. MAY C. DODSON,

Librarian.

Vincennes: Lincoln High School. The title of Book Week for us ended with "Around the library in travel" for we borrowed the idea of displaying our travel books on tables placed under maps, thereby making a concrete connection with books and geographical locations by means of red string tied around the book and attached to the map by means of a thumb tack. We added to this idea by inviting students to bring in any foreign objects of interest, and the effect was most satisfactory. The collection included Japanese and Chinese pipes, Indian pottery and woven mats, miniature Belgian shoes, and one girl who has made it a hobby to collect sponges brought in a number. A science teacher found these to be of use in a certain class, and asked that they be held over a week longer for display.

Our travels were not extensive, but we arrived home at the end of Book Week, feeling that our efforts had not been in vain.

FRANCES RECTOR.

A Pearl of Great Price

There is greater value to humanity in tolerance than in any particular form of government. Tolerance is intelligence realizing its own fallibility; it is the open mind seeking to learn the innate worth of what may be strange or distasteful; it is good will, whose horizon is not bounded by self-interest; it is imagination, which can conceive of good in outlooks and conditions other than its own.

Tolerance is valuable, not primarily because it saves the rights of individuals or of groups, but because it makes possible that play of the creative spirit in human nature which is the source of all social values. It sees the great good of the creative impulse beyond the evils of present error. Destroy tolerance, and we dry up the springs of human well-being.

—Antioch Notes.

A great library contains the diary of the human race.

—Dawson.

RECENT BOOKS FOR JUNIOR AND SENIOR HIGH SCHOOL LIBRARIES

Compiled by Helen M. Clark

With the collaboration of Mildred Batchelder, Mary J. Cain, Florence Erwin, Leona Hawver, Sylvia Oakley, Florence Ratliff, and Florence B. Schad

(Supplement to *Library Manual for Secondary Schools 1929*)

Key to Symbols

** Books recommended for first purchase.

* Books recommended for second purchase.

J Books recommended for junior high schools.

S Books recommended for senior high schools.

No mark means suitable for either.

— Same author as above.

Numbers to be used in ordering the printed catalog cards of the Library of Congress are given at the end of the entry of each book.

020

J Beust, Nora, comp. Graded list of books for children. 1930 A.L.A. \$2

30-19482

** Fargo, Lucile Foster The library in the school. 1930 A.L.A. \$3

30-8040

** Ingles, May, and McCague, Anna Teaching the use of books and libraries. 1930 Wilson \$1.80 30-32289

Laurence, Mrs. Ethelwyn, and Gilmount, Emma Lee The A B C of library craft: a handbook for high school students. 1931 The authors, 2160 Cambridge St., Los Angeles, Calif. 35c 31-11264

Logasa, Hannah, comp. Historical fiction and other reading references for history classes in junior and senior high schools. 1930 McKinley \$1

30-14590

Wilson, Martha School library management. 5th ed., rev. 1931 Wilson \$1.25 31-26752

070

Miller, Carl G. High-school reporting and editing; a text in applied com-

position and newspaper appreciation.

1929 McGraw \$1.60 29-14472

Rogers, Charles Elkins Journalistic vocations. 1931 Appleton \$2.50

31-6129

150

S Dimnet, Ernest Art of thinking. 1930

Simon & Schuster \$1 29-1993

170

* Ferris, Helen Josephine This happened to me. 1929 Dutton \$2.50 29-30588

Wilson, Margery Charm. 1930 Stokes \$2.50 A30-1395

320

Buehler, Ezra Christian, Maxwell, Bertram Wayburn, and Pflaum, George, Raymond, Roy, comp. Selected articles on recognition of soviet Russia. (Hand-book ser.) 1931 Wilson \$2.40 31-33611

*S Gerould, James Thayer, comp. Selected articles on the pact of Paris; officially the general pact for the renunciation of war. (Handbook ser.) 1929 Wilson \$2.40 29-5678

Indiana league of women voters Indiana voter's handbook. 1930 The league, 719 Illinois bldg., Indianapolis 35c

*S Johnsen, Julia Emily, comp. Disarmament. (Reference shelf) 1930 Wilson 90c 30-5865

Muller, Helen Marie, comp. The world court. (The reference shelf) 1931 Wilson 90c 31-28566

*J Stewart, Grace Hall, and Hanna, Clarence Chambers Adventures in citizenship; literature for character. 1928 Ginn \$1.20 28-6429

- Thornton, Joseph Francis Active citizenship in Indiana 1930 Longmans 25c 30-30285
- 330
- Buehler, Ezra Christian, comp. Compulsory unemployment insurance. (Reference shelf) 1931 Wilson 90c 31-29803
- *S Chase, Stuart, and Schlink, Frederick John Your money's worth; a study in the waste of the consumer's dollar. 1928 Macmillan \$1 28-12990
- Janzen, Cornelius Cicero, and Stephenson, Orlando Worth Everyday economics. 1931 Silver \$1.68 31-6468
- *S Lippincott, Isaac Economic resources and industries of the world. 1929 Appleton \$5 29-18449
- **S Van Hise, Charles Richard Conservation of our natural resources. 1930 Macmillan \$4 30-12356
- 342
- S Johnsen, Julia Emily, comp. Selected articles on law enforcement (Handbook ser.) 1930 Wilson \$2.40 30-26815
- S Munro, William Bennett Constitution of the United States; a brief general commentary. 1930 Macmillan \$1.25 30-12685
- Reeves, Jacob Walter Parliamentary procedure. 1931 Heath 64c 31-21412
- Southworth, Alva Tisdale Common sense of the constitution of the United States. 1924 Allyn 60c 24-10510
- 350
- S Beard, Charles Austin, and Beard, William American leviathan; the republic in the machine age. 1930 Macmillan \$5 30-31580
- ** Feightner, Harold C. Our state government. 1930 Indianapolis News 15c 30-8893
- Hill, Howard Copeland, ed. Readings in community life. 1930 Ginn \$1.80 30-11592
- Johnsen, Julia Emily, comp. Conscription of wealth in time of war. (Reference shelf) 1931 Wilson 90c 31-31004
- **S Magruder, Frank Abbott National governments and international relations. 1929 Allyn \$1.80 29-7835
- 367
- McKown, Harry Charles School clubs, their organization, administration, supervision, and activities. 1929 Macmillan \$2.50 29-15113
- 373
- Fretwell, Elbert K. Extra-curricular activities in secondary schools. 1931 Houghton \$2.75 31-17731
- Uhl, Willis Lemon, ed. Supervision of secondary subjects. 1928 Appleton \$2.40 29-3749
- 374.1
- * Cades, Hazel Rawson Jobs for girls. 1930 Harcourt \$2 30-23809
- Gallagher, Ralph P. Courses and careers. 1930 Harper \$1.40 30-18026
- * Kitson, Harry Dexter How to find the right vocation. 1929 Harper \$2.50 29-25473
- I find my vocation. 1931 McGraw \$1.40 31-21226
- J Myers, George Edmund, Little, Gladys M., and Robinson, Sarah A. Planning your future: an occupational civics text for junior high school grades. 1930 McGraw \$1.50 30-18570
- Smith, Louis Worthington and Blough, Gideon L. Planning a career; a vocational civics. 1929 Am. bk. \$1.44
- Proctor, William Martin Vocations; the world's work and its workers. 1929 Houghton \$1.48 29-16473
- * Watson, Edna Elizabeth A source book for vocational guidance; choice selections and references for counselors, homeroom teachers, and others concerned with the guidance of youth. 1930 Wilson \$2.25 30-18268

- 380
 Allen, Edward Monington America's story as told in postage stamps. 1930 McGraw \$2.50 30-32992
 Hawks, Ellison Romance of transport. 1931 Crowell \$3
 *J McSpadden, Joseph Walker How they carried the mail. 1930 Sears \$3 30-30674
 * Rugg, Harold Ordway Changing civilizations in the modern world; a textbook in world geography with historical backgrounds. 1930 Ginn \$1.96 30-2221
 * Thorp, Prescott Holden Stamp collecting, why and how. 1929 1 W. 47th St., N. Y., Scott stamp & coin co., \$2.50 29-8061
- 390
 *S Evans, Mary Costume through the ages. 1930 Lippincott \$3.50 30-26371
- 398
 Mukerji, Dhan Gopal Rama, the hero of India; Valmiki's "Ramayana" done into a short English version for boys and girls. 1930 Dutton \$2.50 30-23246
- 470
 Lawler, Lillian Beatrice Easy Latin plays. 1929 Macmillan 80c 29-20558
 ** Woodring, Maxie Nave, and Sabin, Frances Ellis Enriched teaching of Latin in the high school. 1930 Teachers college \$1.50 30-27697
- 500
 *J Caldwell, Otis William, and Curtis, Francis Day Introduction to science. 1929 Ginn \$1.68 29-13738
 **J Carpenter, Harry Allen, and Wood, George Clayton Our environment; its relation to us. 1928 Allyn \$1.20 28-13436
 Davis, Watson, ed. Science today; a layman's handbook of recent discoveries, by various eminent men of science. 1931 Harcourt \$2.50 31-32912
- *S Thomson, John Arthur Modern science. 1930 Putnam \$3.50 29-21415
- 507
 * Woodring, Maxie Nave, Oakes, Merwin Elijah, and Brown, Henry Emmett Enriched teaching of science in the high school. 1928 Teachers college \$2.75 29-4183
 * ——— and Sanford, Vera Enriched teaching of mathematics in the high school. 1928 Teachers college \$1.50 28-22697
- 520
 Jeans, Sir James Hopwood The stars in their courses 1931 Macmillan \$2.50 31-8522
 Luyten, Willem Jacob Pageant of the stars. 1929 Doubleday, Doran \$2.50 29-4314
- 530
 Collins, Archie Frederick Experimental science. 1929 Appleton \$2 29-27676
 **S Darrow, Floyd Lavern The new world of physical discovery. 1930 Bobbs \$3.50 30-6527
 S Heyl, Paul Renno New frontiers of physics. 1930 Appleton \$2 30-7852
- 537
 Burns, Elmer Ellsworth Electricity; a study of first principles. 1930 Van Nostrand \$1.75 31-554
 Hawks, Ellison The book of electrical wonders. 1931 Dial press \$3
 *J Meister, Morris Magnetism and electricity. 1929 Scribner \$1 29-14017
 Timbie, William Henry Essentials of electricity. 2d ed., rewritten. 1931 Wiley \$2 31-23295
- 537.5
 ** Collins, Archie Frederick Radio amateur's handbook; 6th ed. rev. by G. C. B. Rowe. 1930 Crowell \$2 30-13791
 Manly, Harold Phillips Drake's radio encyclopedia; 4th ed. 1931 Drake, F. J. \$6 31-2718

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pot, by Healey; Sweethearts, by Gil-
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kington and Wilson; The dragon, by
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Wise, Claude Merton, and Snook, Lee
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- * Gibbons, Herbert Adams The new map of South America. 1928 Century \$3 28-28394

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- De La Mare, Colin, comp. They walk again, an anthology of ghost stories. 1931 Dutton \$2.50 31-29823
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S Ferris, Helen Josephine, comp. Adventure waits; a book of adventure stories for girls. 1928 Harcourt \$2.50. 28-22457

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Grove, John, ed. The omnibus of ad-venture; complete stories. 1930 Dodd \$3.50 31-26106

Knickerbocker, Edwin Van Berghen, ed. Notable short stories of today. Harper \$1.20 29-9874

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monier; Legend, by Springer; Inno-cence, by Lane; Because of the dol-lars, by Conrad.

Law, Frederick Houk, ed. Stories of today and yesterday. Century \$1.10 30-8266

Contents: Mademoiselle Olympe Za-briskie, by Aldrich; Fear, by Bates; "Just imagine," by Bowen; Gold-mounted guns, by Buckley; Love-let-ters of Smith, by Bunner; Mr. Traver's first hunt, by Davis; Greek in-terpreter, by Doyle; Ernie Menden-hall, by Gale; Luck of roaring camp, by Harte; Ambitious guest, by Haw-thorne; Ransom of red chief, by O. Henry; On the dark trail, by Holt; Rip Van Winkle, by Irving; Strange-looking man, by Johnson; Getting even, by Kelly; Little master of the sky, by Komroff; Dream-children, by Lamb; The necklace, by Maupassant; Grimaldi, by Meriwether; Man with the good face, by Mott; What was it? by O'Brien; Oval portrait, by Poe; Fifty fathoms down, by Robert-son; Circumstance, by Spofford; The owl, by Stevenson; Lady or the tiger? by Stockton; Mademoiselle, by Finley-Thomas; Facts in the case of the great beef contract, by Mark Twain; Father is angry, by Upson; So-long, old-timer, by Ware.

Fiction

Adams, Mrs. Julia (Davis) Moun-tains are free. Dutton \$2.50

1. Tell, Wilhelm—Fiction

2. Switzerland—History—Fiction

Aldrich, Mrs. Bess Streeter A lan-tern in her hand. Appleton \$2

— A white bird flying. Appleton \$2

J Allee, Mrs. Marjorie (Hill) Janes's island. Houghton \$2

J — Judith Lankester. Houghton \$2

J — Susanna and Tristram. Hough-ton \$2

Underground railroad—Fiction

- Anderson, Paul L. *Slave of Catiline*.
Appleton \$2
Rome—History—Fiction
- ** ——— With the eagles. Appleton
\$1.75
Gaul—History—Fiction
- J Armer, Mrs. Laura (Adams) *Waterless mountain*. Longmans \$3
Navaho Indians—Fiction
- Austin, Mrs. Mary (Hunter) *Starry adventure*. Houghton \$2.50
New Mexico—Fiction
- S Beck, Mrs. Lily (Moresby) *Duel of the queens*. Doubleday \$2
Mary Stuart, queen of Scots—Fiction
- Bellah, James Warner *Gods of yesterday*. Appleton \$2
Aeronautics—Stories
- J Best, Herbert Garram *the hunter, a boy of the hill tribes*. Doubleday \$2
Africa—Fiction
- * Bill, Alfred H. *The red priors' legacy, the story of the adventures of an American boy in the French revolution*. Longmans \$2
France—History—Revolution, 1789-1799—Fiction
- S Bojer, Johan *Emigrants; tr. by A. G. Jayne*. Century \$2
- Broster, Dorothy Kathleen *Flight of the herron*. Coward \$2.50
——— *Gleam in the north*. Coward \$2.50
- Brown, Katharine Holland *Father (Novels of distinction)*. Grosset \$1
- Buchan, John *The blanket of the dark*. Houghton \$2.50
Henry VIII, king of England—Fiction
——— *Castle Gay*. Houghton \$2.50
- Buck, Pearl S. *East wind: west wind*. Day \$2.50
- Burdekin, Mrs. Katharine *Burning ring*. Grosset 75c
- Cather, Willa Sibert *Shadows on the rock*. Knopf \$2.50
Canada—History—Fiction
- S Chapman, Mrs. Maristan *Happy mountain*. (Novels of distinction) Grosset \$1
- S ——— *Homeplace*. Viking \$2.50
- Church, Alfred John *Lucius: the adventures of a Roman boy*. Dodd \$2
Rome—History—Fiction
- Cleugh, Sophia Spring. Macmillan \$2
- * Corbett, Elizabeth F. *"If it takes all summer"; the life story of Ulysses Grant*. Stokes \$2.50
Grant, Ulysses Simpson—Fiction
- Driggs, Laurence La Tourette
On secret air service. Little \$2
European war, 1914-1918—Fiction
- ** Ellsberg, Edward *On the bottom*.
Blue ribbon books \$1
——— *Pigboats*. Dodd \$2
——— *Thirty fathoms deep*. Dodd \$2
- Ferber, Edna Cimarron. Doubleday \$2.50
- Finger, Charles Joseph *Courageous companions*. Longmans \$3
Magellan, Ferdinand—Fiction
- Fletcher, Inglis *The White Leopard, a tale of the African bush*. Bobbs \$2.50
- S Galsworthy, John *Maid in waiting*.
Scribner \$2.50
- Gunn, Neil M. *Morning tide*. Harcourt \$2.50
- Hargreaves, Sheba *Heroine of the prairies; a romance of the Oregon trail*. Harper \$2
Oregon—History—Fiction
——— *Ward of the redskins*. Harper \$2
- Hess, Fjeril *Buckaroo: a story of Piñon ranch*. Macmillan \$2.50
- *J Hewes, Mrs. Agnes Danforth *Spice and the devil's cave*. Knopf \$2.50
Portugal—History—Fiction
- Hubbard, Ralph *Queer person*. Doubleday \$2.50
- J Irving, Washington *The bold dragoon, and other ghostly tales; sel. and ed. by A. C. Moore*. Knopf \$3.50
Contents: *The bold dragoon, The devil and Tom Walker, Wolfert Webber or Golden dreams, Guests from Gibbet Island, Dolph Heyliger*.
- James, Will *Big-enough*. Scribner \$2.50
Horses—Legends and stories

- Sun up; tales of the cow camps.
Scribner \$2.50
Cowboys—Fiction
Johnston, Mary Hunting Shirt. Little \$2
- ** Kelly, Eric P. The blacksmith of Vilno; a tale of Poland in the year 1832. Macmillan \$2.50
Poland—History—Fiction
- S La Farge, Oliver Laughing boy. Houghton \$2.50
- Lamb, Harold Durandal, a crusader in the horde. Doubleday \$2.50
Crusaders—Fiction
- Lide, Alice Alison, and Johansen, Mrs. Margaret (Alison) Pearls of fortune. Little \$2
- Lincoln, Joseph Blowing clear. Appleton \$2.50
- Lovelace, Mrs. Maud (Hart) Early candlelight, a novel. Grosset \$1
— Petticoat court. Day \$2
- Malkus, Mrs. Alida Sims Dark star of Itza. Harcourt \$2.50
1. Itza Indians—Fiction
2. Mayas
- Meador, Stephen Warren Away to sea. Harcourt \$2.50
- *J — Red Horse Hill. Harcourt \$2.50
- Miller, Elizabeth Cleveland Pran of Albania. Doubleday \$2
— Young Trajan. Doubleday \$2
- Morley, Frank Vigor East south east. Harcourt \$2.50
- Morrow, Mrs. Honoré (McCue) Willsie Black Daniel, the love story of a great man. Morrow \$2.50
Webster, Daniel—Fiction
- J Mukerji, Dhan Gopal The chief of the herd. Dutton \$2.50
1. Elephants—Fiction
2. India—Fiction
- S Priestley, John Boynton Good companions. Harper (Harper's modern classics) school ed. \$1
- **J Nordhoff, Charles Bernard, and Hall, James Norman Falcons of France, a tale of youth and the air. Little \$2.50
European war, 1914-1918—Fiction
- *S Roberts, Elizabeth Madox The great meadow. Viking \$2.50
Kentucky—History—Fiction
- Rosman, Alice Grant Jock the Scot. Minton \$2.50
— Young and secret. Minton \$2
- Ryerson, Florence, and Clements, Colin Campbell This awful age. Appleton \$2
- Skinner, Constance Lindsay Red man's luck. Coward \$2
- Tarkington, Booth Mary's neck. Doubleday \$2.50
— Penrod, his complete story. Doubleday \$2.50
- Thomas, Lowell Raiders of the deep. Garden City pub. \$1
European war, 1914-1918—Fiction
- Tunstall, Beatrice The shiny night. Doubleday \$2.50
- Vaughan, Hilda Her father's house. Harper \$2.50
- Walden, Jane Brevoort Igloo. Putnam \$2.50
- Wallace, Francis Huddle! Farrar \$1
- J Williamson, Thames Ross Opening Davy Jones's locker. Houghton \$2

BOOK NOTES AND CURRENT NEWS

The February choice of the Book-of-the-Month Club was Mary's Neck by Booth Tarkington. Mary's Neck is a fashionable New England summer resort where Mrs. Massey, his wife, and two daughters, Enid and Clarissa are spending their first sum-

mer. Because they are from the middle-west the Masseys are very dubious as to how they will be received by other members of the colony. After some slight difficulty in getting started they are cordially accepted and their daughters become the

most popular members of the younger set. Enid's friend, Eddie Bullfinch, is a genuine boy. He is clumsy, careless of his appearance, and a pest to the neighbors; but his intentions are the best in the world. He affords most of the amusement of the story. There are some sly, but not unkind, digs at antique collectors, modern art, and drunken parents who criticize their children's drinking. It is a wholly cheerful and diverting story that can be recommended for the sick and the well, the old and the young. Doubleday, Garden City, N. Y., 1932. \$2.50.

Another light and amusing book is George Ade's *The old-time saloon*. The author uses as a sub-title "not wet—not dry, just history" and explains that it is written for a generation which knows little about saloons. It consists of rambling sketches describing alike the prosperous saloons with elaborate trappings and free lunches and the poorer ones that were so numerous that they could count on scarcely fifty customers apiece. He humorously explains the downfall of the saloon by saying that non-drinkers had been organizing for fifty years while the drinkers had no organization whatever. Cartoons by John Held, Jr., R. L. Goldberg, James Montgomery Flagg and others add enormously to the spirit of the book. R. R. Smith, N. Y., 1931. \$1.50.

Bernard Sobel, a graduate of Purdue University and instructor in English there from 1915 to 1918, is the author of *Burlesque*; an underground history of burlesque days. As the title indicates it is not a particularly serious publication but it cleverly traces the progress of this form of amusement in America from its beginning in the early 19th century. The point of view of both audience and actors is considered. Portraits of all the more prominent burlesque characters are included. Farrar and Rinehart, N. Y., 1931. \$5.00.

"Copy!" a handbook for reporters and students of journalism is intended for the beginning reporter and as supplementary reading for journalism students rather than for use as a textbook. However, it might

easily be used as a textbook. It is a very practical and readable discussion of the problems that the cub reporter will have to face. Little space is devoted to theory but much care is given to definite examples and illustrations from newspapers. Topics included are: getting a job, covering public offices, interviewing, the small town field, publicity and news, libel and contempt of court, and terms used in the newspaper office. It contains also a good bibliography and an index. The author, Donald G. Hoover, is a member of the staff of the *Indianapolis News*. Crowell, N. Y., 1931. \$2.50.

A brief and readable account of present day Russia is *The editor looks at Russia* by Ray Long. The author describes his visit to Moscow and Leningrad during the fall and winter of 1930. He had no preconceived notions as to what he would find and has not attempted to prove anything concerning the Russian government. He arrived in Moscow just in time for the celebration of the thirteenth anniversary of the revolution, thus having an unusual opportunity to view great numbers of people. They appeared to him well fed and contented although entirely without luxuries, and without freedom as we know it. It is his opinion that the Soviet system may work in Russia because the people have been accustomed to so little, but it could be applied in few other places in the world. He believes that Russia is the most interesting country that can be visited today. Mr. Long is a native of Indianapolis and was at one time on the staff of the *Indianapolis Star*. R. R. Smith, N. Y., 1931. \$1.00.

My own opinions upon libraries and librarianship by William E. Henry is made up of papers read over a period of thirty-four years before the A. L. A. and local library associations. Many of them have appeared in the *Library Journal* and *Public Libraries*. The papers are arranged in chronological order, regardless of the specific subject. The author states in the preface that it has always been his object to present fundamental problems and prin-

ciples rather than present recipes and practices. For this reason most of the views expressed are as appropriate today as at the time they were written. A wide range of subjects is discussed, including qualifications and salaries of librarians, library schools, and adult education. Mr. Henry who was librarian of the Indiana State Library from 1897 to 1906 is now Dean Emeritus of the University of Washington Library School. Alumni Association of the University of Washington Library School, Seattle, Wash., 1931.

An unusual publication for reference use is *Who's who on the Ohio river: an Ohio river anthology* compiled by Ethel C. Leahy. In addition to biographical sketches of prominent people living along the river, it contains excerpts from valuable works on the Ohio gathered from a great number of sources. Zadok Cramer's *Navigator* is included in its entirety, and a list of steamboats on the river from 1812 to 1836 is reprinted from James Halls' *Statistics of the west*. There are lists of shipbuilders, ferries, show-boats, lighthouses, and bridges, and tables of statistics concerning locks and dams, distances and total commerce by years. The illustrations are mainly drawings of early steamboats. E. C. Leahy Publishing Co., Cincinnati, O., 1931. \$10.00.

George Washington by Louis Martin Sears, professor of history at Purdue University, is a one volume biography based mainly, the author states, on the Worthington C. Ford edition of the writings of George Washington in fourteen volumes. However, a great many other sources were consulted as the bibliographical note at the end of the volume indicates. It is carefully annotated and contains a chronological table of important events during Washington's life, as well as a good index. Professor Sears has been at Purdue University since 1920. He is also the author of *A history of American foreign relations*. Crowell, N. Y., 1932. \$5.00.

The patriot: a pageant of Washington's life and times by Bess V. Ehrmann of Rockport will prove very useful at the pres-

ent time. It may be produced with either simple or elaborate setting and can be arranged for a cast of from thirty-five to one hundred. There are only two speaking parts. In addition a pianist and one or more persons who can sing are necessary. Colonial costumes must be worn. Indiana Washington Bicentennial Commission, State House, Indianapolis, 1932. One or two copies can be secured free of charge as long as the supply lasts.

The laws of Indiana territory, 1801-1809, published in 1930 by the Illinois State Historical Library have been reprinted by the Indiana Historical Bureau. There is an introduction of 225 pages giving a description of the political situation in the territory and an appendix containing the names of territorial and Illinois county officials. There is a good index. The Indiana Historical Bureau added at the end of the volume a list of Knox, Clark, Dearborn and Harrison County, Indiana, officials, and a map of Indiana territory in 1801. Indiana Historical Bureau, Indianapolis, 1931. \$3.00. Free to libraries of Indiana. (100 copies of edition printed on rag paper.)

A small pamphlet by Dr. Lawrence W. Paynter called *A medical history of Washington county* is made up of articles which originally appeared in the *Salem Indiana Democrat*. It contains a brief description of conditions under which the pioneer physician worked, a list of physicians in each community, a sketch of the county medical society and biographies of the more prominent physicians. The author, Salem, Ind., 1931.

Swamp and dune by Willard N. Clute is a study of the plants appearing in the region of Will County, Illinois. A similar region extends into Indiana. Both technical and popular names of plants are given. At the end of the volume there is a list of all species found. The author is now a member of the faculty of Butler University. Illustrated. The author, Indianapolis, 1931. \$1.50.

The *Indiana Farmer's Guide* contains a department called *What readers want to*

know. In this column questions regarding problems of agriculture and allied subjects are answered. In a book by the same title the more practical of these questions and answers have been gathered together and arranged according to subject. Some representative chapters are dairy, farm mechanics, and household hints. There is an index. The Indiana Farmer's Guide, Huntington, Ind., 1931.

The best loved home ballads of James Whitcomb Riley is another inexpensive edition of Riley's poems. It does not contain so many familiar poems as some other collections. A few which appear in it are "The Old Man and Jim," "Knee Deep in June" and "When the Frost Is on the Pumpkin." Blue Ribbon Books, New York, 1931. \$1.00. MARIE C. THALE.

RESOLUTIONS

Mrs. Elizabeth Claypool Earl

The Council of the American Library Association adopted the following resolution:

RESOLVED, That the American Library Association through its Council, assembled at its annual Mid-Winter meeting for 1931, records its sense of great loss which the library world has sustained during the year in the death of Mrs. Elizabeth Claypool Earl, of Indiana; Mr. Walter L. Brown, of Buffalo; Mr. Charles F. D. Belden, of Boston, and now, on the very eve of this meeting, of Dr. Melvil Dewey, of Lake Placid.

They all were eminent and enthusiastic in their contributions to education through the library—Mrs. Earl as a trustee indefatigable in her devotion to library advancement in Indiana and in attendance upon library meetings and graciously hospitable to newcomers, Mr. Brown and Mr. Belden with a very definite influence upon their communities and upon the policies of the Association, and Dr. Melvil Dewey, organizer of this Association and its first member, combining enthusiasm with scientific precision to an unusual degree. His name is imperishably associated with libraries,

not only in America but the world over. Mr. Brown, Mr. Belden and Mr. Dewey were all former presidents of the Association and Mrs. Earl has been first vice-president.

WHEREAS, The members of the League of Library Commissions have for many years enjoyed and benefited by their association with Mrs. Elizabeth Claypool Earl, and

WHEREAS, It is with a deep sense of loss that we learn of her passing, be it

RESOLVED, That we express to the Indiana State Library and to Mrs. Earl's family, our sympathy and our appreciation of her service.

Adopted at the meeting of the League in Chicago, December 29, 1931.

JANE MOREY,
Secretary

INDIANA LIBRARY ASSOCIATION

At a meeting of the executive committee of the Association held in Indianapolis the invitation of the Evansville Board and Staff was accepted to hold the next annual meeting in Evansville. Dates selected are October 11, 12, 13. The following standing committees were appointed for the year.

Riley Hospital Committee

Marian A. Webb, Fort Wayne, Chairman.
Ethel F. McCollough, Evansville.
Jane Kitchell, Vincennes.
Arthur M. Fisher, Gary.
Caroline Dunn, Connersville

Educational Committee

Mary L. Fitton, Hanover, Chairman.
Barcus Tichenor, Muncie.
Leona B. Hawver, Hammond.
Paul R. Byrne, Notre Dame.
Leland R. Smith, Indianapolis.

Legislative Committee

James A. Howard, Hammond, Chairman.
L. L. Dickerson, Indianapolis.
Annette L. Clark, New Albany.
Margaret M. Colerick, Fort Wayne.
Wm. M. Hepburn, Lafayette.
Edna J. Longley, South Bend.

Membership Committee

Marie Peters, Indianapolis, Chairman.
 Lena Polson, East Chicago.
 Harriet Shelley, Elkhart.
 Julia Wilkie, Elwood.
 Leah J. Power, Warsaw.
 W. Miller, Evansville.
 Zelda Ziliak, Princeton.
 Marie L. Lucier, Vincennes.
 Vera Cunningham, Brook.
 Evelyn Tunley, Seymour.

City Representatives

Margaret Becker, Gary.
 Zella Lockhart, Evansville.
 Frieda Woerner, Indianapolis.
 Madge Townsley, Terre Haute.
 Frances Grim, South Bend.
 Willadeen Price, Fort Wayne.
 Florence Allman, Hammond.
 Elizabeth Hinkley, Muncie.

Publicity Committee

Wm. J. Hamilton, Gary.
 Edna M. Levey, Indianapolis.
 Miriam Netter, Warsaw.
 Mrs. Doris Wheeler, Vincennes.
 Ruth Adamson, Terre Haute.

STATE COURSES OF STUDY FOR INSTRUCTION IN THE USE OF BOOKS AND LIBRARIES

The Curriculum Committee for Instruction in the Use of the Library met in the office of the State Superintendent of Public Instruction Saturday morning, February 6. This was probably the only meeting of the entire group which can be arranged, and so was devoted to general discussion of the problems of instruction in the use of books and libraries in the schools of our state.

The many answers to the questionnaire sent to schools and public libraries have been very valuable in giving a broadened idea of the needs in library instruction, and the members of the committee wish to thank individually each librarian who sent such an expression of her experience and suggestions. Almost without exception, the diffi-

culty noted was a lack of a satisfactory schedule for instruction. School librarians find that classes are not programmed for enough periods of library instruction, but in the minority of cases where classes were sent to the library for thorough lessons, other students and teachers objected strenuously to being shut out of the library while the instruction was in progress. Truly a dilemma!

The most universal suggestion asked that library instruction be incorporated as definitely into the pupil's curriculum as any of his present subjects, and recommended a close alliance with existing formal studies. Only one school librarian favored library instruction as a separate high school course. Much interest was expressed in grade placement of the items of instruction, and several asked for full bibliographies to aid them in formulating a program to fit their own schools.

The text book used most often was Rice, O. S. *Lessons on the use of books and libraries* (Rand McNally & Co., c1920. \$1.00), which was used mostly by librarians or teachers, but in some cases by pupils also. Others used by pupils were: *Scripture*, Elizabeth & Greer, Margaret Find it Yourself! (H. W. Wilson, 1927. 50c; 10 or more, 25c); *Smith, Gale & Stephens*, Frank S. *The 20th century workbook in how to use a library*. (The Benton Review Shop, Fowler, Ind., c1931. 12c); *Rowse, M. S. & Rowse, E. F. How to use the library* (Gaylord Bros., c1928. 1-10, 6c; 100-500, 3c).*

It will of course be impossible to formulate a course of study which will be satis-

*Material useful in teaching the dictionary may be obtained free from Funk & Wagnalls Company, 364-360 Fourth Avenue, New York, for the New Standard, and from G. & C. Merriam Company, Springfield, Mass., for Webster's New International. The H. W. Wilson Co., 950-972 University Avenue, New York, will furnish without charge as many as fifty copies of a pamphlet with sample pages on their cataloging and indexing services, which is useful in teaching the *Readers' Guide* and other indexes.

An excellent bibliography on instruction in the use of the library, mentioned in the *School Libraries Section A. L. A. in the Wilson Bulletin* for December, 1931, page 288, will be sent by the School Library Laboratory of Teachers' College Library, Columbia, if a self-addressed stamped envelope (large size) is included. Practically all of the books mentioned may be borrowed from the State Library.

factory in every situation, but the committee is striving to make the curriculum just as practical as possible. The outline will be graded from one through twelve, but it will be necessary to meet the pupils at the level of instruction where they are found in each school. If no previous instruction has been given, it will have to be cumulated to the grade when it is first undertaken. The pre-test will be important to determine the background of the group before presenting new material. A primary aim will be to connect the work as closely as possible with other subjects in order to give immediate application to the library skills acquired by the pupils, and also to assure adequate instruction of every individual.

Besides working on a curriculum of general library instruction, the committee is preparing a separate course carrying credit toward graduation for high school student library assistants, which may be offered under certain conditions. They also made a recommendation that all prospective teachers be given a course in college which will train them in the use of books and libraries and enable them to direct their pupils' activity in this field, and that some agency be provided for such training for active teachers.

At the meeting, general objectives for the whole curriculum of instruction in the use of books and libraries were worked out collectively, and the work of making units of instruction for groups of grades was divided as follows:

GRADES 1-6: Miss Minnie Pasenhofer, librarian, Lincoln Elementary School, South Bend.

GRADES 7-8: Mrs. Jeff Stonex, librarian, Junior High School, Bloomington.

GRADES 9-12: Miss Florence Erwin, librarian, Senior High School, Mishawaka.

COURSE FOR STUDENT ASSISTANTS: Miss Lyle Harter, librarian, Arsenal Technical Schools, Indianapolis.

The outlines and materials sent by librarians were given to the person working on the grades covered. If others will send their outlines or suggestions directly to the

member of the committee concerned, such help will be appreciated.

It is expected that the course of study will be available for use the first semester of the school year of 1932-33. Like all state courses of study, it will be first issued in tentative form, and criticism will be invited from those who use it, so that the second edition will represent a more nearly perfect adjustment to the existing situation. The librarians of the state will have still another opportunity to contribute to a library instruction curriculum.

WILMA BENNETT.

CURRICULUM STUDIES

The sponsors for the revision of the state courses of Study in English, social sciences, and commercial education for grades seven to twelve have invited qualified school librarians to work in seminar this summer as members of the respective committees rewriting these curriculums. This invitation comes as a recognition by school administrators of the importance of the library in all school subjects and of the value of close co-operation between the library and each department of school work.

The Curriculum Committee for Instruction in the Use of the Library recommends that library instruction be closely incorporated with the subjects where immediate application will be given principles studied, and heartily endorses the inclusion of school librarians on curriculum committees to carry out that plan. When the content of the subject indicates needed library lessons, the librarian members will work them out to correspond with the rest of the course study. The librarians will also co-operate in compiling bibliographies and checking bibliographical completeness.

The revised curriculums will be studied thoroughly in methods classes, so teachers will be assured of some training in the use of libraries whether or not a separate course can be included in the requirements for teachers' licenses.

The committee on commercial studies will

work under the direction of Dr. M. E. Studebaker at Ball State Teachers College, Muncie. The English group will be directed by Carl G. F. Franzen, and the social science by Dr. I. O. Foster, both at Indiana University, Bloomington. The seminar work carries six hours graduate credit with free tuition. Applications, stating college education, library training, school and library experience, and seminar group preferred, or requests for information should be sent to: Mr. C. L. Murray, Director of School Inspection, Department of Public Instruction, Indianapolis.

Those best qualified will be chosen to serve.
WILMA BENNETT.

MISS LATHROP VISITS INDIANA

Miss Edith A. Lathrop, associate specialist in school libraries, from the U. S. Office of Education, visited Indiana January 7th to 14th. By a special grant from the Carnegie Corporation she is making a survey of school libraries in rural communities and particularly those served from public libraries. With Miss Clark she visited schools in Johnson, Boone and Lake counties which are served by township extension from the Franklin, Lebanon and Gary public libraries. In Cass and Fulton counties she saw book truck service from Logansport and Rochester and at Avon a township library in the school. For schools furnishing their own books she visited Center Grove in Johnson county, Dover in Boone county, Argos in Marshall county and Lincoln elementary and the Ross township schools in Lake county. The county superintendent of schools and the public librarians accompanied most of these visits. Very helpful suggestions were made in each school.

LIBRARY SCIENCE COURSES AT INDIANA UNIVERSITY

Library Science was added to the subject group of high school teachers licenses by the Licensing Division of the Indiana State Department of Public Instruction in June,

1929. The requirements for this license are similar to those for the other teaching subjects; with requirements of 16 hours of Library Science for the part-time high school librarian, and 24 hours of Library Science for the full-time high school librarian.

To meet these license requirements, the Indiana University School of Education, in 1930, began to offer a series of courses in Library Science. During the coming summer, work in Library Science will be offered for the third consecutive time.

For new students in Library Science, the following courses will be offered:

Book Selection for High School Libraries
Elementary Reference for High School Libraries
Order and Elementary Bibliography for Libraries
Administration of High School Libraries

For students who have completed one summer in Library Science, the following courses will be offered:

Library Classification and Cataloging
Practice Library Work (In the Bloomington High School Library and the University Library)
Children's Literature

For students who have completed two summers of work in Library Science, the following courses will be offered:

Advanced Book selection for Libraries
Advanced Library Reference
Library Classification and Cataloging Seminar
Subject Bibliography for Libraries
Practice Library Work

These courses will be given under the direction of Miss Marion Potts, Schenley High School, Pittsburg; Miss Johanna Klingholz, Librarian, Clifford P. Connolly Trade School, Pittsburg; Miss Mildred Batchelder, Librarian, Haven Intermediate School, Evanston, Ill.

THE INDIANA YEAR BOOK

An essential source of information on Indiana for every library is the Indiana Year-

book. If possible a complete file should be saved. The first Yearbook was published in 1917. The 1931 volume will be ready for distribution in a few weeks. Each year it is made up of reports of the departments of state government and the various bureaus and subdivisions under them. The report of the Secretary of State contains statistics concerning the number of automobiles in use in the state, and in election years an abstract of the vote by counties. The report of the Auditor of State shows receipts and disbursements of all departments during the year, and the assessed valuation of land and taxes levied, by counties.

One of the most frequently used reports is that of the Department of Conservation. It contains general information concerning the natural resources of the state and brief descriptions of state parks and game preserves. There are, of course, more complete publications on all of the state parks but if these are not available the Yearbook is a good substitute. The State Department of Public Instruction publishes statistical tables on school enumeration, cost of operation of schools, the common school fund and the state aid fund. The report of the State Board of Health describes the work done by the Laboratory of Hygiene, the Division of Infant and Child Hygiene, and the Division of Public Health Nursing. It also includes vital statistics for the state by counties and the death rate from various contagious diseases. The Board of State Charities report is very important but the complete report does not always appear in the Yearbook. It is made up chiefly of information and statistics concerning state charitable institutions. Copies of this separate report may be secured either from the board or from the Indiana State Library.

The 1917, 1918 and 1919 Yearbooks are especially valuable because they contain information that is not reprinted from year to year. At the end of the 1917 Yearbook is a list of territorial and state officials from 1787 to 1917. The 1918 Yearbook contains an account of county, township, city and town government, lists of post offices and

newspapers in Indiana, and a chronological history of the state. The 1919 volume contains additional information on local government and a brief description of the state judiciary. The Indiana Legislative Reference Bureau which publishes the Yearbook will send copies free of charge to school libraries requesting it. Distributed to public libraries of Indiana through the Indiana State Library.

MARIE THALE.

INDIANA MAGAZINE OF HISTORY

Attention is called to the fact that some libraries in the state are selling or trading their early and sometimes entire files of the *Indiana Magazine of History* to dealers in secondhand books. It is strongly advised that every library in the state keep a complete file of this magazine and also buy the index for the first twenty-five volumes. This index is for sale for \$2.00 at the office of the *Indiana Magazine of History*, Bloomington, Indiana. The magazine is full of interesting material relating to the history of the state, most of which cannot be located elsewhere; and judging from requests coming into the State Library, a great many library patrons are requesting information on just such subjects. Why not buy the index, bind the back files, and make use of them, if you are so fortunate as to have this magazine?

The earlier numbers are becoming very scarce and are not only almost too expensive for the smaller libraries to buy but also are far too valuable to be kept on open shelves. The *Indiana Magazine of History* for December, 1931, states that a complete file, belonging to the first editor, is for sale at the price of \$200. The Magazine itself is willing to pay \$4.00 a volume, and in some cases more, for copies from 1914 to 1919. For copies from 1905 to 1913, the price is much higher. Without question, the price will be still higher in the years to come. If the *Indiana Magazine of History* is so worth while to dealers and private collectors, it should be preserved and used in Indiana libraries.

E. U. M.

THE DEPRESSION

The Council of the American Library Association at its meeting in Chicago, December 28-30, adopted the following resolution:

The American Library Association believes that the depression offers a challenge to the public libraries of America, as it does to newspapers, magazines and other agencies for the diffusion of knowledge. The book supply, reading room space and personnel of libraries are being taxed now as never before because of the unprecedented number of readers and students. Economic insecurity breeds intellectual unrest, sending many thoughtful men and women to books, while idleness and lack of funds increase the popularity of reading as recreation. The loss of a job makes a man think about his educational equipment for another job.

The American Library Association recognizes the extraordinary difficulties brought about by the economic situation and, while advising all reasonable economy, calls upon library trustees to champion the cause of the library before appropriating bodies, pointing out the necessity of maintaining, in spite of all obstacles, those essential services which promote intelligent thinking and vocational education or re-education and which help to keep up the public morale.

FACTS ABOUT A.L.A. FINANCES

Incredible as it may seem to those in close touch with the A.L.A. financial situation, the prevalent belief among librarians seems to be that the Association now has all the money it needs. Recently a tentative statement was submitted to headquarters for approval which announced that the Association will have five million dollars when it receives the new endowment. This statement indicates the sort of rumors which may be afloat in spite of all previous statements.

The facts are these: The Association has in the general endowment fund \$1,050,000. One million of this was given by the Car-

negie Corporation in 1926 and the \$50,000 represents the endowment which increases slightly from year to year from life memberships.

The second million dollars of endowment, which the Association hopes to receive upon presentation of a satisfactory program may not be in hand in its entirety until late in 1933. The promise of this second million dollars, contingent upon the Association's accomplishing certain definite tasks, carried with it no specific time of fulfillment. It should be remembered that this second million, when received, will provide an income which will offset, in part at least, the decrease in the annual grants which were made by the Carnegie Corporation.

When the Carnegie Corporation in 1926 voted a million dollars to the A.L.A. endowment, it voted also to decrease, and eventually discontinue, its annual grants to the Association. The grants at that time were about \$1,555,000. This sum was reduced to \$15,000 in 1931, and ceased altogether October 1, 1931, with the exception of certain special grants. This represents a decrease of \$15,000 in 1932 income.

The Association is faced consequently with a period of one year, possibly part of two years, during which its income for general purposes will be less than in 1931. The Association cannot continue a campaign for special memberships in order to qualify for a million dollars. That has been done. But, if it does not retain its present—or an equivalent—special membership enrollment, some of the present work must abruptly cease.

The amount received for special memberships in 1931 was \$5,000 short of estimated receipts. There were two main reasons for this: (1) the endowment fund was completed at New Haven before the year was half over and the efforts of Association members relaxed accordingly; (2) the nation-wide drive for unemployment relief made it necessary practically to suspend special membership solicitation during the autumn months. However, the effort to keep the special membership enrollment intact

will have to be renewed now, to avoid losing ground in 1932.

This is the urgent task facing the Special Membership Committee—and the whole Association.

INDIANA TOWN VIEWS

In the latter half of the last century in Indiana, there were published in colors lithographic views of some of the towns. It is known that such views were made of Attica, Indianapolis, Kokomo, Lafayette and Logansport. The State Library is interested in knowing the names of additional places of which these views were published and will appreciate any information about such prints.

A LIBRARIAN'S MOTHER GOOSE

Mary, Mary, reference fairy,
How do your questions grow?
From lawyers and preachers,
From inquiring teachers
And club women all in a row.

Hickory, dickory, dock,
We all look at the clock;
The clock strikes three,
We run to tea,
Hickory, dickory, dock.

A Bookless Man

There was a bookless man, and he had a bookless wife,
They had three bookless children who led a wretched life;
They found a nearby Station, where they all began to browse
Now they all live together in a happy, book-filled house.

The Cats

Pussy-cat, pussy-cat, where have you been?
I've been hunting the books by Margaret Dean;
Pussy-cat, pussy-cat, what did you then
I changed all the entries to *Mrs.* again!

"Where are you going, my pretty maid?"
"Out in the country, sir," she said.
"What is your fortune, my pretty maid?"
"My books are my fortune, sir," she said.
"May I go with you, my pretty maid?"
"Yes, if you'll help me, sir," she said.

The Book Truck

Ride a Book-truck with Strassweg and Huck,
To lend out some copies of Angus's duck
Robinson Crusoe, some stories of Poe's—
It scatters good reading wherever it goes.

Tea

Some like it hot,
Some like it cold;
Some like it in the pot
Lined with gold.

Dapple-grey.

I had a treasured booklet,
All bound in dapple-grey.
I lent it to a lady
To read the time away.
She smudged it, she tore it,
She dropped it in the brook;
Now I'll not lend to anyone
My precious little book.
From GABBY! WHO?
Evansville Public Library.

CHECKLIST OF THE NUMBERED PUBLICATIONS

DEPARTMENT OF CONSERVATION of the STATE OF INDIANA

Includes publications numbers 1-105: November 1931.

The titles marked with an asterisk can no longer be supplied.

*Deam, Charles Clemons. *Trees of Indiana*, by Chas. C. Deam... Indianapolis, Wm. B. Burford, 1918.

299p., illus., map. 23½ cm. ([Indiana. Dept. of conservation. Publication no.1] State board of forestry. Bulletin no.3.)

For later edition see Publication no.13.

*Indiana. *Laws, statutes, etc.* Laws of Indiana relating to the conservation of natural resources including the laws relating to geology, natural gas, entomology, forestry, lands and waters and fish and game, prepared... by Charles Kettleborough... Indianapolis, Wm. B. Burford, 1919.

123p. 23cm. ([Indiana Dept. of conservation. Publication no.2.])

*———. A digest of the laws of the state of Indiana for the protection of fish, game, birds and fur-bearing animals. 1919-1920. The Department of conservation, state of Indiana, Division fish and game... [Indianapolis, Wm. B. Burford, 1919.]

43p. 14x8½cm. (Indiana Dept. of conservation. [Publication no.3.])

For later editions see Publication nos. 18, 33, 41, 49, 63, 86, 105.

*Indiana. *Dept. of conservation.* The why and wherefore of conservation in Indiana: the department of conservation, state of Indiana, divisions of Geology, Entomology, Forestry, Lands and waters, Fish and game... [Indianapolis, Wm. B. Burford] 1919.

7p. 22½cm. ([Publication no.4.])

*———. Turkey Run state park: a history and description. The Department of conservation, state of Indiana, 1919. [Indianapolis, Wm. B. Burford, 1919.]

Cover-title 48p., illus. (incl. 2 ports.) pl. 23½cm. ([Publication no.5.])

L. C. 19-27334.

For later edition see Publication no.35.

Logan, William Newton... Kaolin of Indiana, by W. N. Logan, state geologist, 1919... Indianapolis, Wm. B. Burford, 1919.

131p., illus., fold. map, diagrs. 23½cm. (*Half-title*: Indiana Dept. of conservation. Publication no.6)

L. C. GS20-293.

Evermann, Barton Warren. Lake Maxinkuckee, a physical and biological survey, by Barton Warren Evermann... and

Howard Walton Clark... The Department of conservation, state of Indiana... [Indianapolis, Wm. B. Burford, 1920.]

2v., front., illus., plates, tables (in v.1). 26½cm. (*Half-title*: Indiana Dept. of conservation. Publication no.7.)

Logan, William Newton... Petroleum and natural gas in Indiana; a preliminary report, by W. N. Logan... Fort Wayne, Indiana, Fort Wayne printing company, 1920.

279p., illus., fold. maps, diagrs. 23cm. (*Half-title*: Indiana Dept. of conservation. Publication no.8.)

At head of title: The Department of conservation, Division of geology.

*Berg, George. Fish culture on the farm. By George Berg, superintendent state hatcheries. The Department of conservation, state of Indiana... [Fort Wayne, Ind., Fort Wayne printing company] 1920.

Cover-title, 23cm., illus. 22cm. (Indiana. *Dept. of conservation.* Publication no.9) L. C. 22-8449

For later edition see Publication no. 40.

*Tri-state forestry conference, *Indianapolis*, 1919. The Tri-state forestry conference, Ohio, Illinois, Indiana, Indianapolis, Ind... Oct. 22 and 23, 1919. Management of the Dept. of conservation, state of Indiana. Fort Wayne, Ind., Fort Wayne printing company, 1920.

103p. 23cm. (Added t.p.: Indiana. *Dept. of conservation.* Publication no.10)

L. C. Agr20-1227.

*Indiana. *Dept. of conservation.* One hundred years of Indiana's resources... Prepared under the direction of Richard Lieber, director... Fort Wayne, Ind., Fort Wayne printing company, 1920.

45p., incl. front., illus., map, diagr. 22½cm. (Publication no.11)

L. C. Agr20-1295.

*Deam, Charles Clemons. Guide to Clark county state forest... comp. by Chas. C. Deam... The Department of conservation, state of Indiana... [Fort Wayne, Ind., Fort Wayne printing company, 1920]

22p. 22½cm. (Indiana. *Dept. of conservation*. Publication no.12. Bulletin 4, Division of forestry) L.C. 22-299

"Continued as serial publication of Indiana State Board of Forestry."

For later edition see Publication no.36.

- *———. *Trees of Indiana*...by Chas. C. Deam. (First rev. ed.)... Fort Wayne, Indiana, Fort Wayne printing company, 1921.

317p., illus., map. 26cm. (*Half-title*: Indiana. *Dept. of conservation*. Publication no.13)

For earlier edition see Publication no.1.

Indiana. *Dept. of conservation*. Annual report. [Fort Wayne, Ind., Fort Wayne printing company] 1920-1930.

9v., tables, diagr. 23cm. [Publication no.14, *15, 26, 34, 51, 73, *85, *93, 100,]

"Reprinted from Year Book."

Imprint varies. L. C. 20-27269.

- *Parrish, Charles H., comp. *Natural resources of Indiana*; a survey compiled by Charles H. Parrish...Fort Wayne, Indiana, Fort Wayne printing company, 1921.

162p., map, diagr. 23½cm. (*Half-title*: Indiana. *Dept. of conservation*. Publication no.16)

- *Hasselman, Frank G. *The breeding of skunk and other fur-bearing animals*, by Frank G. Hasselman, Supervisor state game experiment station... Fort Wayne, Ind., Fort Wayne printing company] 1921.

cover-title, 12p., illus. 22½cm. (Indiana. *Dept. of conservation*. Publication no.17)

- *Indiana. *Laws, statutes, etc.* A digest of the laws of the state of Indiana for the protection of fish, game, birds, and fur-bearing animals. 1921-1922. The Department of conservation, state of Indiana, Division fish and game... Fort Wayne, Indiana, Fort Wayne printing company, 1921]

58p. 14x8½cm. (Indiana. *Dept. of conservation*. Publication no.18)

For earlier and later editions see Publications nos. 3, 33, 41, 49, 63, 86, 105.

———. *Assessment of forest land*: reprint of an act to classify and assess certain lands as forest land, which was passed by the Indiana Legislature in 1921. A few explanatory notes have been added by Chas. C. Deam, state forester...Reissue 1922... The Department of conservation, state of Indiana... [Indianapolis, Wm. B. Burford, 1922?]

cover-title, 8p. 22½cm. (Indiana. *Dept. of conservation*. Publication no.19)

———. (II Revision) 1925. [Indianapolis, Wm. B. Burford, 1925?]

cover-title, 11p., illus. 22½cm. (Indiana. *Dept. of conservation*. Publication no.19)

———. (III Revision) 1927. [Indianapolis, Wm. B. Burford, 1927?]

cover-title, 11p., illus. 22½cm. (Indiana. *Dept. of conservation*. Publication no.19)

———. (III Revision) 1928. [Indianapolis, Wm. B. Burford, 1928?]

cover-title, [12]p., illus., map. 22½cm. (Indiana. *Dept. of conservation*. Publication no.19)

- *Indiana. *Dept. of conservation*. *Map of Indiana showing points of interest and state highways*...map furnished by Indiana state highway commission. Scale: 15 mi. to 1 in. Size: 19¼ in. x 12 in. [Indianapolis, Wm. B. Burford, 1921]

[Publication no.20]

cover-title: Where shall we go?

For later editions see Publication no.27.

Logan, William Newton. *Handbook of Indiana geology*, by W. N. Logan, E. R. Cumings, C. A. Malott, S. S. Visher, W. M. Tucker [and] J. R. Reeves. The Department of conservation, Division of geology... Indianapolis, Wm. B. Burford, 1922.

1120p., illus., tables, maps (3 maps in pocket) 26½cm. (*Half-title*: Indiana. *Dept. of conservation*. Publication no.21)

Sauers, Charles G. Compilation of statistics of game warden service in the United States, comp. by Chas. G. Sauers... *The Department of conservation, state of Indiana*... Indianapolis [Wm. B. Burford] 1922.

[4]p., table. (Indiana. *Dept. of conservation*. Publication no.22)

Dietz, Harry Frederic. The chinch bug in Indiana, by Harry F. Dietz... *The Department of conservation, state of Indiana*... Division of Entomology... Indianapolis, Wm. B. Burford, 1922.

8p., illus., map. 22½ cm. (Indiana. *Dept. of conservation*. Publication no.23)

Indiana. *Dept. of conservation. Division of fish and game*. Manual of game warden service. 1922. [Indianapolis] Wm. B. Burford, 1922.

28p., chart. 17cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.24)

For later edition see Publication no.71.

*Indiana. *Dept. of conservation*. Map of Indiana showing tourist camps and state highways... map furnished by Indiana state highway commission. Scale: 15 mi. to 1 in. Size: 19¼ in. x 12 in. [Indianapolis, Wm. B. Burford, 1922]

[Publication no.25]

cover-title: Where shall we camp? Automobile camps in Indiana; manual for automobile campers and information on state parks, comp. by Chas. G. Sauers.

Indiana. *Dept. of conservation*. Annual report. (Publication no.26)

For list of Publication numbers see Publication no.14.

*—— Map of Indiana showing points of interest and state highways, pub. by the Department of conservation, state of Indiana... map furnished by Indiana state highway commission. Scale: 15 mi. to 1 in. [Health exposition ed.] Size: 19¼ in. x 12 in. [Indianapolis, Wm. B. Burford printing co., 1922?]

(Publication no.27)

Cover-title: Where shall we go?

Rev. ed. of Publication no.20.

*—— (Rev.) 1923.

*—— State parks—state forest—fish hatcheries: The Department of conservation... [shown on map of "State highway system of Indiana, Indiana state highway commission... 1923"] Scale: 15 mi. to 1 in. Size: 19½ in. x 12 in. [Indianapolis, Wm. B. Burford printing co.] 1924.

(Publication no.27 (Revised))

Cover-title: Where shall we go?

*—— State parks—state forest—fish hatcheries: The Department of conservation... [shown on map of "1926 state highway system of Indiana, Indiana state highway commission"] Scale: 15 mi. to 1 in. Size: 19¼ in. x 11½ in. [Indianapolis, Wm. B. Burford printing co.] 1926.

(Publication no.27 (IV Revision))

Cover-title: Where shall we go?

*Indiana. *Dept. of conservation*. State parks: memorials—preserves—state forest—fish hatcheries: The Department of conservation [shown on map of "1926 state highway system of Indiana, Indiana state highway commission"] Scale: 5 mi. to 1 cm. Size: 27 in. x 16½ in. [Indianapolis, Wm. B. Burford] 1927.

(Publication no.27 (V Revision))

Cover-title: Where shall we go?

*—— State parks—memorials—preserves—state forest—fish hatcheries: The Department of conservation... [shown on map of "1928 state highway system of Indiana, Indiana state highway commission"] Scale: 5 mi. to 1 cm. Size: 25¼ in. x 15½ in. Indianapolis, Wm. B. Burford printing co., 1928.

(Publication no.27 (VI Revision))

*—— State parks—memorials—preserves—state forest—fish hatcheries: The Department of conservation... [shown on map of "1929 state highway system of Indiana, Indiana state highway commission"] Scale: 5 mi. to 1 cm. Size: 25¼ in. x 15¼ in. Indianapolis, Wm. B. Burford printing co., 1929.

(Publication no.27 (VIII Revision))

*—— State parks—memorials—preserves—state forest—fish hatcheries: The De-

partment of conservation....[shown on map of "1930 state highway system of Indiana, Indiana state highway commission"] Scale: 5 mi. to 1 cm. Size: 24 in. x 14½ in. Indianapolis, Wm. B. Burford printing co., 1930.

(Publication no.27 (VIII Revision))

— Indiana state parks: memorials—preserves—state forests—fish hatcheries and ninety points of interest. The Department of conservation....[shown on map of "1931 state highway system of Indiana...Indiana state highway commission." Scale: 11¼ mi. to 1 in. Size: 36½ in. x 22¼ in. [Lafayette, Ind., Haywood Pub. Co.] 1931.

(Publication no.27 (IX Revision))

Deam, Charles Clemons. Indiana woodlands and their management... July 1922. The Department of conservation, state of Indiana... [Indianapolis, Wm. B. Burford] 1922.

cover-title, 20p., illus. 22½cm. (Indiana. Dept. of conservation. Publication 28. Division of forestry. Bulletin no.5) L. C. 23-27235

— Indiana woodlands and their management... (2d reprint) February, 1927. The Department of conservation, state of Indiana... Fort Wayne, Fort Wayne printing company, 1930.

21p., illus. 22½cm. (Indiana. Dept. of conservation. Publication no.28. Division of forestry. Bulletin no.5) L.C. 29-27261

DeRyke, Willis. The food of the fishes of Winona Lake, by Willis DeRyke, with a general introduction by Will Scott. The Department of conservation, state of Indiana. [Indianapolis, Wm. B. Burford] 1922.

cover-title, 48p., front, map. 26cm. (Added t.p.: Indiana. Dept. of conservation. Publication no.29)

L. C. F23-1

Contribution from the zoological laboratory of Indiana university, no.189.

*Parrish, Charles H., comp. Conservation in Indiana. How it works for the state's future prosperity, compiled by Charles H.

Parrish. The Department of conservation. [Indianapolis, Wm. B. Burford] 1923.

cover-title, 28p., diagr. 15cm. (Added t.p.: Indiana. Dept. of conservation. Publication no.30) L.C. 23-27098

*Indiana. State board of forestry. The planting and care of shade trees: how to plant a street tree. Indiana state board of forestry. [Indianapolis, Wm. B. Burford] 1914.

[4]p. 22cm. ([Indiana. Dept. of conservation. Publication no.31. Forestry folder no.1])

* — The planting and care of shade trees: how to plant a tree. Indiana state board of forestry... [Indianapolis, Wm. B. Burford] 1918.

[4]p. 22cm. ([Indiana. Dept. of conservation. Publication no.31. Forestry folder no.2])

* — The planting and care of shade trees: how to plant a tree. The Department of conservation—state of Indiana... [Indianapolis, Wm. B. Burford] 1923.

[4]p. 22cm. (Publication no.31. Forestry folder no.3)

*Indiana. Dept. of conservation. ...The black walnut. (*Juglans nigra* L.) by Charles C. Deam. [Indianapolis, Wm. B. Burford] 1923.

[4]p. 22cm. (Publication no.32. Forestry folder no.4)

* — — — 1925.

[4]p. 22cm. (Publication no.32. Forestry folder no.4... (I Revision))

*Indiana. Laws, statutes, etc. Laws of the state of Indiana for the protection of fish, game, fur-bearing animals and birds with notes on federal laws. 1923-1924. The Department of conservation, state of Indiana, Division fish and game... Indianapolis [Wm. B. Burford, 1924]

77p. 13½ x 8½cm. (Indiana. Dept. of conservation. Publication no.33)

For earlier and later editions see Publications nos. 3, 18, 41, 49, 63, 86, 105.

Indiana. *Dept. of conservation. Annual report. (Publication no.34)*

For list of Publication nos. see Publication no.14.

Sauers, Charles G., *comp.* Turkey Run state park: a history and description, compiled by C. G. Sauers. The Department of conservation, state of Indiana, Division of lands and waters... [Rev. ed.] [Indianapolis, Wm. B. Burford, 1923]

54p., illus., pl., ports. 23½cm. (Indiana. *Dept. of conservation* Publication no.35) L. C. 23-27236

For earlier edition see Publication no.5.

— Turkey Run state park: a history and description. Revised by E. Y. Guernsey... The Department of conservation, state of Indiana, Division of lands and waters. [III Revision] [Fort Wayne, Fort Wayne printing company] 1930.

43p., front., illus. 24cm. (Indiana. *Dept. of conservation.* Publication no.35)

*Deam, Charles Clemons. Guide to Clark county state forest... compiled by Chas. C. Deam. The Department of conservation, state of Indiana... Indianapolis, Wm. B. Burford, 1923.

cover-title, 26p., front., illus. 22½cm. (Indiana. *Dept. of conservation.* Publication no.36. Division of forestry. Bulletin 6)

On cover-title "Publication no.35"

For earlier edition see Publication no.12.

Dietz, Harry Frederic. ...Cat and dog fleas... by Harry F. Dietz... The Department of conservation, state of Indiana. [Indianapolis, Wm. B. Burford] 1923.

[4]p., illus. 22½cm. (Indiana. *Dept. of conservation.* Publication no.37)

Sauers, Charles G. McCormick's Creek Canyon state park: a history and description, by Chas. G. Sauers... The Department of conservation, state of Indiana, Division of lands and waters. [Indianapolis, Wm. B. Burford, 1923]

24p., front., illus. 23cm. (Indiana. *Dept. of conservation.* Publication no.38)

L. C. 24-7293

*Indiana. *Laws, statutes, etc.* The horticultural and bee inspection laws of Indiana... The Department of conservation, state of Indiana... March, 1924... Indianapolis, Wm. B. Burford, 1924.

22p. 22½cm. (Indiana. *Dept. of conservation.* Publication no.39)

For later edition see Publication no.57.

Berg, George. Fish culture on the farm, by George Berg. Rev. ed. The Department of conservation, state of Indiana, Division of fish and game. [Indianapolis, Wm. B. Burford, 1924]

cover-title, 25p., front., illus., pl. 22½cm. (Indiana. *Dept. of conservation.* Publication no.40)

For earlier edition see Publication no.9.

— [Fort Wayne, Fort Wayne printing company.] 1931.

cover-title, 26p., front., illus. 22½cm. (Indiana. *Dept. of conservation.* Publication no.40 (Second revision))

*Indiana. *Laws, statutes, etc.* Laws of the state of Indiana for the protection of fish, game, fur-bearing animals and birds, with notes on federal laws. 1924. The Department of conservation, state of Indiana, Division fish and game... [Indianapolis, Wm. B. Burford, 1924]

78p. 13½x8½cm. (Indiana. *Dept. of conservation.* Publication no.41)

L. C. 27-22402

For other editions see Publications nos. 3, 18, 33, 49, 63, 86, 105.

Logan, William Newton. Geological conditions in the oil fields of southwestern Indiana, by W. N. Logan... The Department of conservation, state of Indiana... Indianapolis, Wm. B. Burford, 1924.

125p., illus., tables, diagrs. 22½cm. (Indiana. *Dept. of conservation.* Publication no.42) L.C. GS25-21

Yost, C. O. Brood and adult bee diseases in Indiana, by C. O. Yost... The Department of conservation, state of Indiana, Division of entomology... April, 1924. Indianapolis, Wm. B. Burford, 1924.

16p. 22½cm. (Indiana. *Dept. of conservation.* Publication no.43)

- April, 1927. [Rev. ed.] Indianapolis, Wm. B. Burford, 1927.
23p. 22½cm. (Indiana. *Dept. of conservation*. Publication no.43)
- Deam, Charles Clemons. *Shrubs of Indiana*, by Charles C. Deam... Indianapolis, Wm. B. Burford, 1924.
351p., illus. 26½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.44)
- Indiana. *Laws, statutes, etc.* ... Laws and regulations affecting oil and gas development operations in Indiana; comp. by T. M. Kingsbury. The Department of conservation, state of Indiana. [Indianapolis, Wm. B. Burford] 1924.
15p. 22½cm. (Indiana. *Dept. of conservation*. Publication no.45)
Caption title. L. C. GS24-249
- Indiana. *Laws, statutes, etc.* Laws and regulations affecting oil and gas development operations in Indiana, comp. by Paul F. Simpson. [Rev. ed.] The Department of conservation, state of Indiana... Fort Wayne, Ind., Ft. Wayne ptg. co., 1930.
15p. 22½cm. (Indiana. *Dept. of conservation*. Publication no.45. First revision)
- Indiana. *Dept. of conservation. Division of engineering.* Turkey Run state park; map prepared by Department of conservation, state of Indiana, Division of engineering. Size: 10 in. x 12½ in. [Indianapolis, Wm. B. Burford, 1924]
(Indiana. *Dept. of conservation*. Publication no.46)
cover-title: Trails in Turkey Run state park.
- Indiana. *Dept. of conservation.* Trail map: Turkey Run state park, prepared by Department of conservation, state of Indiana. [I revision] Size: 10 in. x 12½ in. [Indianapolis, Wm. B. Burford, 1928]
(Publication no.46)
cover-title: Trails in Turkey Run state park.
- Indiana. *Dept. of conservation. Division of engineering.* Trail map: Turkey Run state park; prepared by Department of conservation, state of Indiana. [1929 rev.] Size: 11x16 in. [Indianapolis, Wm. B. Burford, 1929]
(Indiana. *Dept. of conservation*. [Publication no.46])
cover-title: Trails in Turkey Run state park.
- Indiana. *Dept. of conservation. Division of engineering.* Trail map: Turkey Run state park, prepared by Department of conservation, state of Indiana, Division of engineering. Scale: ¼ mi. to 1 in. [Rev. ed.] Size: 11x16 in. [Indianapolis, Wm. B. Burford, 1931?]
(Indiana. *Dept. of conservation*. [Publication no.46. 1931 rev.])
cover-title: Trails in Turkey Run state park.
- Clifty Falls state park: map prepared by Department of conservation, state of Indiana, Division of engineering. Scale: ¼ mi. to 1 in. Size: 6½ in. x 15½ in. [Indianapolis, Wm. B. Burford, 1924]
(Indiana. *Dept. of conservation*. [Publication no.47])
- [1929] (Indiana. *Dept. of conservation*. [Publication no.47])
- Cottman, George Streiby. Clifty Falls state park: its attractions and adjacent points of interest, scenic and historical, by George S. Cottman... The Department of conservation, state of Indiana, Division of lands and waters. [Indianapolis, Wm. B. Burford, 1925]
54p., front., illus. 23cm. (Indiana. *Dept. of conservation*. Publication no.48)
- *Indiana. *Laws, statutes, etc.* Laws of the state of Indiana for the protection of fish, game, fur-bearing animals and birds, with notes on federal laws, 1925-1926. The Department of conservation, state of Indiana, Division fish and game... [Indianapolis, Wm. B. Burford, 1926]
90p. 13½x8½cm. (Indiana. *Dept. of conservation*. Publication no.49)
L. C. 27-8797
For earlier editions see Publication nos. 3, 18, 33, 41, 63, 86, 105.

*Lieber, Richard. ...The department of conservation, by Richard Lieber. Fort Wayne, Ind. [Fort Wayne printing company?] 1924.

4p. 23cm. ([Indiana. Dept. of conservation. Publication no.50])

"Reprint from 'The boy citizen',...October, 1924."

Indiana. Dept. of conservation. Annual report. (Publication no.51)

For list of publication numbers see Publication no.14.

*Dietz, Harry Frederic. Pollination and the honey bee, by Harry F. Dietz...The Department of conservation, state of Indiana...Division of entomology...November, 1925. Indianapolis, Wm. B. Burford, 1925.

20p., illus. 22½cm. (Indiana. Dept. of conservation. Publication no.52)

L. C. 26-27050

Ohio Valley regional conference for state parks. 1st, Clifty Falls state park, Madison, Ind., 1925 ...Proceedings of the first Ohio Valley regional conference for state parks. Clifty Falls state park, October 15 and 16, 1925. Pub. by the Department of conservation, state of Indiana. [Indianapolis, Wm. B. Burford, 1926]

50p. 22½cm. (Indiana. Dept. of conservation. Publication no.53)

L. C. 27-27191

At head of title: Kentucky, Illinois, Indiana, Ohio, West Virginia.

Indiana. Laws, statutes, etc. Forestry laws of the state of Indiana, 1926...comp. by Walter Shirts. The Department of conservation... Indianapolis, Wm. B. Burford, 1926.

cover-title, 15p. 22½cm. (Dept. of conservation. [Publication no.54] Division of forestry, Bulletin no.7) L.C. 26-27190

Logan, William Newton. The geology of the deep wells of Indiana, by W. N. Logan... The Department of conservation, state of Indiana... Indianapolis, Wm. B. Burford, 1926.

540p., maps, tables. 22½cm. (Indiana. Dept. of conservation. Publication no.55)

Publication no.56 o.p. and unavailable.

Indiana. Laws, statutes, etc. The horticultural and bee inspection laws of Indiana...The Department of conservation, state of Indiana...Division of entomology...March, 1924. Rev. August, 1926... Indianapolis, Wm. B. Burford, 1926.

22p. 22½cm. (Indiana. Dept. of conservation. Publication no.57)

L. C. 28-7078

For earlier edition see Publication no. 39.

*Indiana. Dept. of conservation. Division of forestry. Welcome to the Clark county state forest of Indiana...The Department of conservation... Indianapolis, Wm. B. Burford, 1926.

cover-title, 4p. 23cm. (Indiana. Dept. of conservation. [Publication no.58] Division of forestry. Circular no.1)

Cottman, George Streiby. The James F. D. Lanier home. An Indiana memorial, Madison. [Indianapolis, Wm. B. Burford, 1927?]

11p. 23cm. (Half-title: [Indiana] Dept. of conservation. Publication no. 59)

L.C. 28-1256

Illustration mounted on title page.

For later edition see Publication no. 64.

Dietz, Harry Frederic ...The European corn borer in Indiana...by Harry F. Dietz...The Department of conservation, state of Indiana. [Indianapolis, Wm. B. Burford] 1926.

4p. 23½ cm. (Indiana. Dept. of conservation. Publication no.60)

L. C. 28-7097

Wilcox, Ralph F. The price of forestry neglect in Indiana for lumber, \$12,000,000 in 1925, \$14,000,000 in 1930. By Ralph F. Wilcox...The Department of conservation, Division of forestry...(Reprint) Indianapolis, Wm. B. Burford, 1927.

8p., diagrs. 22½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.61. Forestry bulletin no.9)

L. C. 28-7082

——— (Reprint September, 1928)

——— Planting forest trees in Indiana, by Ralph F. Wilcox...The Department of conservation, Division of forestry... Indianapolis, Wm. B. Burford, 1927.

23p., illus., tables. 22½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.62. Forestry bulletin no.10) L. C. 28-7083

——— [Revised September, 1928] [Indianapolis, Wm. B. Burford, 1928]

23p., illus., tables. 22½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.62. Forestry bulletin no.10)

——— [Revised June, 1931] [Fort Wayne, Fort Wayne printing co., 1931]

23p., illus., tables. 22½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.62. Forestry bulletin no.10)

*Indiana. *Laws, statutes, etc.* Laws of the state of Indiana for the protection of fish, game, fur-bearing animals and birds, with notes on federal laws. 1927-1928. The Department of conservation, state of Indiana, Division fish and game... [Indianapolis, Wm. B. Burford, 1927]

96p. 13½x8½cm. [Indiana *Dept. of conservation*. Publication no.63]

L. C. 27-27249

For other editions see Publication nos. 3, 18, 33, 41, 49, 86, 105.

Cottman, George Streiby. The James F. D. Lanier home. An Indiana memorial, Madison [by Geo. S. Cottman] [Indianapolis, Wm. B. Burford, 1927]

cover-title, 43p., illus. 23cm. ([Indiana] *Dept. of conservation*. Publication no.64) L. C. 27-27384

For earlier edition see Publication no. 59.

——— The James F. D. Lanier home. An Indiana memorial [by Geo. S. Cottman]

[II Revision, 1928] [Indianapolis, Wm. B. Burford, 1928]

cover-title, 44p., illus. 23cm. ([Indiana] *Dept. of conservation*. Publication no.64)

For earlier edition see Publication no. 59.

——— The James F. D. Lanier home: an Indiana memorial, Madison, by George S. Cottman... 3d rev...The Department of conservation, state of Indiana, Division of lands and waters. [Fort Wayne, Fort Wayne printing co.] 1931.

52p., illus. 23cm. (Indiana. *Dept. of conservation*. Publication no. 64)

*Wilcox, Ralph F. The Clark county state forest of Indiana, by Ralph F. Wilcox, assistant state forester. The Department of conservation, Division of forestry. Charles C. Deam, state forester. Indianapolis, Wm. B. Burford, contractor for state printing and binding, 1926.

23p. incl. illus., tables. 22½cm. ([Indiana] *Dept. of conservation*. Publication no.65] Division of forestry. [Bulletin no.8]) L. C. 26-27239

Copied from L. C. card.

*——— (First reprint) [Indianapolis, Wm. B. Burford printing co., 1927]

23p., illus., tables. 22½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.65. Forestry bulletin no.8)

Cottman, George Streiby. Pokagon state park and Steuben county; a description of Indiana's most picturesque lake region, by George S. Cottman...The Department of conservation, state of Indiana, Division of lands and waters... [Indianapolis, Wm. B. Burford, 1927]

51p., illus. 23½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.66) L. C. 27-27385

Indiana. *Dept. of conservation*. *Division of engineering*. McCormick's creek state park; map prepared by Department of conservation, state of Indiana, Division of engineering. Scale: 1-8 mi. to 1 in. Size: 11½x14½ in. [Indianapolis, Wm.

B. Burford] 1927. (Indiana. *Dept. of conservation*. Publication no.67)

cover-title: Trails in McCormick's creek canyon state park.

Scale: 1-8 mi. to 1 in. Size: 11x16 in. [Indianapolis, Wm. B. Burford, 1929]

(Indiana. *Dept. of conservation*. Publication no.67)

Map includes: Description of trails.

cover-title: Trails in McCormick's creek canyon state park.

Indiana. *Laws, statutes, etc.* Indiana conservation laws, 1927. Indianapolis, Wm. B. Burford, 1927.

cover-title, 190p., fold. diagr. 23 1-2cm.

(Indiana. *Dept. of conservation*. Publication no. 68)

For supplement see Publication no.88.

Indiana. *Dept. of conservation. Division of entomology*. Indiana European corn borer regulations and their interpretations...The Department of conservation, state of Indiana...Division of entomology...European corn borer control... Indianapolis, Wm. B. Burford printing co., 1927.

cover-title, 7p. 22 1-2cm. (Indiana. *Dept. of conservation*. Publication no. 69)

Jackson, Ed. Indiana; a speech by Governor Ed. Jackson delivered over Radio, January 21, 1928, through station WMAQ, Chicago...The Department of conservation, state of Indiana... [Indianapolis, Wm. B. Burford] 1928.

cover-title, 11p. 22 1-2cm. (Indiana. *Dept. of conservation*. Publication no. 70)

Indiana. *Dept. of conservation. Division of fish and game*. Manual of game warden service; Indiana, 1928. [Indianapolis] Wm. B. Burford printing co., 1928.

58p. 17cm. (Half-title: Indiana. *Dept. of conservation*. Publication no. 71)

For earlier edition see Publication no.24.

Indiana. *Dept. of conservation. Division of engineering*. Surface water supply of Indiana...Division of engineering... comp. under direction of Denzil Doggett, assistant state engineer, June, 1928. Indianapolis, Wm. B. Burford printing co., 1928.

158p., tables. 22½cm. (Indiana. *Dept. of conservation*. Publication no.72)

L. C. GS28-467

Indiana. *Dept. of conservation*. Annual report. (Publication no.73)

For list of publication numbers see Publication no.14.

Indiana. *Dept. of conservation. Division of lands and waters*. Trail map of Indiana Dunes state park, prepared by the Department of conservation, Division of lands and waters, state of Indiana, July, 1928. Scale: 1100 ft. to 1 in. Size: 13¼in.x15 in. [Indianapolis, Wm. B. Burford printing co.] 1928.

(Indiana. *Dept. of conservation*. Publication no.74)

cover-title: Trails in Indiana Dunes state park.

Scale: 1100 ft. to 1 in. Size: 14 in.x20¼ in. [Indianapolis, Wm. B. Burford printing co., 1929.]

(Indiana. *Dept. of conservation*. Publication no.74)

cover-title: Trails in Indiana Dunes state park. map includes: "Description of trails."

Cumings, Edgar Roscoe. The geology of the Silurian rocks of northern Indiana, by Edgar R. Cumings and Robert R. Shrock. Division of geology...The Department of conservation, state of Indiana... Indianapolis, Wm. B. Burford printing co., 1928.

226p., illus., maps, tables. 23cm. (Indiana. *Dept. of conservation*. Publication no.75)

L. C. GS28-444

*Indiana. *Dept. of conservation. Division of fish and game*. Information of interest to hunter, fisherman and trapper. [Indianapolis, Wm. B. Burford printing co.] 1928.

([Indiana. *Dept. of conservation*. Publication no.76])

Known as State Fair bulletin and marked "Circular no.76."

Scott, Will. Investigations of Indiana lakes: I. A quantitative study of the bottom fauna of Lake Wawasee (Turkey Lake), by Will Scott, Ralph O. Hile, and Herman T. Spieth, in cooperation with the Division of fish and game of the Department of conservation... Indianapolis, Wm. B. Burford printing co., 1928.

25p., illus., map, tables, diagrs. 26cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.77)

Logan, William Newton. Map of the Monroe-Owen county region of the Indiana Oolitic (Salem) limestone showing its area outcrop and quarries, by W. N. Logan and Ralph Esarey... Department of conservation, Division of geology, state of Indiana... Scale: 1 mi. to 2 in. Size: 50 1/4 in.x33 3/4 in. Indianapolis, Oval & Koster, Litho., 1928.

(Indiana. *Dept. of conservation*. [Publication no.78])

"Text" referred to on map has not been published.

Map of the Lawrence county region of the Indiana Oolitic (Salem) limestone showing its areal outcrop and quarries, by W. N. Logan and Ralph Esarey... Department of conservation, Division of geology, state of Indiana... Scale: 1 mi. to 2 in. Size: 46 in.x36 1/2 in. Indianapolis, Oval & Koster, Litho., 1928.

(Indiana. *Dept. of conservation*. [Publication no.79])

"Text" referred to on map has not been published.

*Indiana. *Dept. of conservation*. *Division of forestry*. ... Save and plant forests in Indiana. State of Indiana, Department of conservation... Division of forestry... [Indianapolis, Wm. B. Burford printing co.] 1928.

1 folded sheet, 3 columns, illus. 23cm. (Indiana. *Dept. of conservation*. Publication no.80. Forestry circular 2)

*—— Forest fires must stop... State of Indiana, Department of conservation... Division of forestry... [Indianapolis, Wm. B. Burford printing co.] 1928.

1 folded sheet, 2 columns; illus. 23cm. (Indiana. *Dept. of conservation*. Publication no.81. Forestry circular 3)

Deam, Charles Clemons. Grasses of Indiana, by Charles C. Deam; with illustrations and an article, The Grass plant, by Paul Weatherwax... Indianapolis, Wm. B. Burford, 1929.

356p., illus., maps. 26cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.82. Division of forestry)

Indiana. *Dept. of conservation*. *Division of forestry*. ... Idle lands or state forests for Indiana... state of Indiana, The Department of conservation... Division of forestry... (Rev.) [Indianapolis, Wm. B. Burford, 1929?]

1 fold, sheet, 2 columns, illus. 23cm. (Indiana. *Dept. of conservation*. Publication no.83. Forestry circular 4. (Revised))

*—— Tree planting pays big dividends. [Indianapolis, Wm. B. Burford printing co.] 1929.

1 sheet, 4 columns, illus. 31cm. (Indiana. *Dept. of conservation*. Publication no.84. Forestry circular 5)

Added title: Have a good forest and windbreak on every farm.

*Indiana. *Dept. of conservation*. Annual report. (Publication no.85)

For list of Publication numbers see Publication no.14.

*Indiana. *Laws, statutes, etc.* Laws of the state of Indiana for the protection of fish, game, fur-bearing animals and birds with notes on federal laws. 1929-1930. The Department of conservation, state of Indiana, Division of fish and game... [Indianapolis, Wm. B. Burford printing co., 1929]

102p. 13 1/2 x 8 1/2 cm. (Half-title: Indiana. *Dept. of conservation*. Publication no.86) L. C. 29-27237

- For earlier editions see Publication nos. 3, 18, 33, 41, 49, 63, 105.
- Kaylor, Joseph F. Instructions for planting tree seed, by Joseph F. Kaylor... [Indianapolis, Wm. B. Burford printing co.] 1929.
1 sheet, illus. 23cm. (Indiana. *Dept. of conservation*. Publication no. 87. Forestry circular 6)
- Indiana. *Laws, statutes, etc.*... 1929 supplement to Indiana conservation laws 1927... The Department of conservation, state of Indiana. [Indianapolis, Wm. B. Burford printing co., 1929]
39p. 22½cm. (Indiana. *Dept. of conservation*. Publication no. 88)
Supplement to Publication no. 68.
- *Indiana. *Dept. of conservation. Division of fish and game*. Do you buy a license to hunt, fish or trap?... [Indianapolis, Wm. B. Burford printing co.] 1929.
[4p.] illus. 28cm. (cover-title: Indiana. *Dept. of conservation*. Publication no. 89)
Known as: State Fair bulletin, 1929.
- Moodie, Roy Lee. The geological history of the vertebrates of Indiana and their position in the ancient North American fauna, by Roy L. Moodie. Division of geology... The Department of conservation, state of Indiana... Indianapolis, Wm. B. Burford printing co., 1929.
115p., front., illus., maps, tab., diagr. 22½cm. (Indiana. *Dept. of conservation*. Publication no. 90)
L. C. GS30-2
- Logan, William Newton. The ceramic materials of Indiana, by W. N. Logan. Division of geology... The Department of conservation, state of Indiana... Indianapolis, [Wm. B. Burford printing co.] 1929.
cover-title, 12p., maps, tables. 22½cm. (Indiana. *Dept. of conservation*. Publication no. 91)
- The foundry sands of Indiana, by W. N. Logan. Division of geology... The Department of conservation, state of Indiana... [Fort Wayne, Ind., Fort Wayne printing co.] 1930.
cover-title, 12p., maps, tables. 22½cm. (Indiana. *Dept. of conservation*. Publication no. 92) L. C. GS30-186
- *Indiana. *Dept. of conservation*. Annual report. (Publication no. 93)
For list of Publication numbers see Publication no. 14.
- Cottman, George Streiby. The Corydon state house: a Hoosier shrine, by George S. Cottman... The Department of conservation, state of Indiana, Division of lands and waters. [Fort Wayne, Fort Wayne printing co.] 1930.
53p., front., illus., map. 24cm. (Half-title: Indiana. *Dept. of conservation*. Publication no. 94) L. C. 30-27564
- Lieber, Richard. Using our abandoned farms, by Richard Lieber... [Fort Wayne Fort Wayne printing co., 1930]
cover-title, 11p., illus. 22½cm. (Half-title: Indiana. *Dept. of conservation*. Publication no. 95. Forestry circular no. 7)
- Indiana. *Dept. of conservation. Division of fish and game*. Respect and observe fish and game laws: summary of Indiana laws protecting fish, game, fur-bearing animals and birds. [Fort Wayne, Fort Wayne printing co.] 1930.
[4p.] illus. 28cm. (Indiana. *Dept. of conservation*. Publication no. 96)
"Circular no. 96" printed on cover.
- Cottman, George Streiby. Indiana dunes state park: a history and description, by George S. Cottman... The Department of conservation, state of Indiana, Division of lands and waters. [Fort Wayne, Fort Wayne printing co.] 1930.
67p., front., illus. 22½cm. (Indiana. *Dept. of conservation*. Publication no. 97) L. C. 31-27366
- Stockdale, Paris B. The Borden (Knobstone) rocks of southern Indiana, by Paris B. Stockdale... The Department of Conservation, state of Indiana. [Fort Wayne, Fort Wayne printing co.] 1931.

330p., illus., map, 4 fold. charts, 2 fold. maps. 22½cm. (Indiana. *Department of conservation*. Publication no.98.)

Central states forestry congress. *1st Indianaapolis*, 1930. Proceedings of the first Central states forestry congress: auspices of the state of Indiana...Indianapolis, December 3, 4, 5, 1930. [Fort Wayne, Fort Wayne printing co.] 1931.

254p., illus. 23cm. (Indiana. *Dept. of conservation*. Publication no.99. Forestry bulletin no.11)

Indiana. *Dept. of conservation*. Annual report. (Publication no.100)

For list of Publication numbers see Publication no.14.

Martin, Henry Garrett. Insoluble residue studies of Mississippian limestones in Indiana, by Henry Garrett Martin... [Fort Wayne, Fort Wayne printing co.] 1931.

37p., illus. 22½cm. (Indiana. *Department of conservation*. Publication no. 101)

Sheaffer, Frank E. Some insect pests and plant diseases of Indiana, by Frank E. Sheaffer...State of Indiana, The Department of conservation, Division of entomology... [Fort Wayne, Fort Wayne printing co.] 1930.

cover-title, 99p., illus. 22½cm. (Indiana. *Dept. of conservation*. Publication no.103)

Kaylor, Joseph F. Methods of collecting, stratifying, and planting black walnuts in Indiana [by Joseph F. Kaylor and Leslie R. Randall]...The Department of conservation...Division of forestry... [Fort Wayne, Fort Wayne printing co.] 1931.

cover-title, 8p., illus. 22½cm. (Indiana. *Department of conservation*. Publication no.104. Forestry bulletin no.12)

Indiana. *Laws, statutes, etc.* Laws of the state of Indiana for the protection of fish, game, fur-bearing animals and birds, with notes on federal laws. 1931-1932. The Department of Conservation, state of Indiana, Division of fish and game... [Fort Wayne, Fort Wayne printing co., 1931]

98p. 13½cm.x8cm. (Indiana. *Dept. of conservation*. Publication no.105)

For earlier editions see Publication nos. 3, 18, 33, 41, 49, 63, 86.

Guernsey, Elam Y. Spring Mill state park; a history and description by E. Y. Guernsey. The Department of conservation, state of Indiana. [Fort Wayne, Fort Wayne printing co., 1931]

64p., front., illus., ports., plan. 24cm. (Indiana. *Dept. of conservation*. Publication no.106)

Accompanied by map on separate sheet: Trails in Spring Mills state park.

—DOROTHY CHARLES.

Indiana documents received in the Indiana State Library during November and December, 1931, January, and February, 1932.

- Academy of Science. Proceedings V. 40, 1930.
- Attorney General. Reports and Opinions 1929-1930.
- *Banking Department. Bank Laws of Indiana, 1931.
- Central State Hospital. Report 1931.
- Charities, Board of. Bulletin No. 199, November, 1931.
- Conservation, Dept. of. Pub. No. 107. "Investigation of Indiana Lakes."
- *Grand Army of the Republic. Journal of 52nd Annual Encampment. Newcastle, June 8-11, 1931.
- *Grand Army of the Republic. Roster 1930-1931.
- *Health, Board of. Bulletin V. 34, No. 10, Oct., 1931.
- *Industrial Board, Boiler Dept. Boiler Laws of Indiana, 1931.
- Logansport State Hospital. Report 1931.
- *Printing Board. Price List for Dec., 1931, to Dec., 1933.
- *Public Instruction, Dept. of. Bul. No. 107-C. "Tentative Course of Study in Elementary Social Studies."
- *Public Instruction, Dept. of. Bul. No. 109. "Some Historical Data on Vocational Agriculture Education in Indiana."
- *Public Instruction, Dept. of. Bul. No. 110. "Compulsory Education, Related Laws and Comments."
- *Public Instruction, Dept. of. Sup. to Bul. No. 100 (Rev.) "Program of Studies for Indiana Schools, Kindergarten to 12th Grade."
- *Public Instruction, Dept. of. Sup. to Administrative Handbook Bul. No. 100 Rev. "Indiana School Standards."
- *Public Instruction, Dept. of. Bul. No. 100 G-2e. "Course of Study in Shorthand for Indiana Schools."
- *Summary and Recommendations of State-wide Educational Conference on Emergency Relief, Jan. 6, 1931.
- *Agriculture, Board of. Financial Report 1931.
- Blind, School for. Report 1931.
- Boys' School. Report 1931.
- Charities, Board of. Bul. No. 200, Dec. 1931.
- Conservation, Dept. of. Div. of Geology. Pub. No. 108. "Subsurface Strata of Indiana" by Wm. N. Logan.

- *Conservation, Dept. of. "Shakamak State Park." Pub. No. 111.
- *George Washington Bi-centennial Commission (Indiana). "Suggestions for Tree Planting During the George Washington Bi-centennial."
- *Health, Board of. Bul. V. 34, No. 11, Nov., 1931.
- *Health, Board of. "Book of Instructions to Health Authorities."
- *Historical Bureau. Reprint of "Laws of Indiana Territory 1801-1809." (Does not belong to the regular series of publications of the Historical Bureau).
- *Insurance, Dept. of. Report 1931.
- Madison State Hospital. Report 1931.
- Professional Engineers & Land Surveyors, Board of Registration for. Report 1931.
- *Public Instruction, Dept. of. Bul. No. 107 A-6. "Tentative Course of Study in the Language Arts for Indiana Schools" Kindergarten and grades 1 to 6.
- Soldiers' Home. Report 1931.
- State Farm. Report 1931.
- *Architects, State Board of Registration for. Roster 1931-1932.
- Charities, Board of. Bul. No. 201, Jan., 1932.
- *Health, Board of. Bul. V. 34, No. 12, Dec., 1931.
- *Health, Board of. Bul. V. 35, No. 1, Jan., 1932.
- Senate Journal, 1931.
- State Prison. Report 1931.
- Tax Commissioners & County Assessors, Board of. Proceedings 1931.
- Woman's Prison. Report 1931.

*Not given to the Library for distribution.

NEWS NOTES FROM INDIANA LIBRARIES

Bloomington. Under a new ruling the public library will be closed to children twelve years of age and under after 5 P.M. each evening during the winter months unless accompanied by parents. After 7 P.M. high school students must have a special study slip issued by the school. Action was made necessary by the extensive overcrowding due to greatly increased use on the part of the adult public.

Centerville. A painting by John King, Richmond artist, has been accepted and hung in the library. Mr. King painted the still life in Centerville as an example of how artists use color and presented the painting to the library.

Connersville. A check for \$1,353, a bequest to the public library from the late Mrs. Binah Sinks, was turned over to the library board in December. The greater part of the bequest is to be invested and used to finance some special project which the library may plan in the future. Part has already been used to purchase a painting by Mrs. H. M. Johnson, a local artist, which will be hung in the children's room.

Danville. Reorganization of the public library has been proceeding under the new librarian, Mrs. Ferree. Miss Esther Stallman of Martinsville spent a month in the library in charge of professional work.

East Chicago. A notable collection of Roumanian books has been presented to the

public library by Marcus Hershkovitz, a member of the library board. Some 334 volumes were purchased in Roumania by Mr. Hershkovitz.

Gary. The remodeled stack room was occupied in January. It provides space for an additional 20,000 volumes. On February 1st the staff went on $\frac{3}{4}$ time with $\frac{1}{4}$ pay owing to the failure of two leading Gary banks which tied up most of the library's tax money.

Miss Clara Rolfs has resigned as head of children's work in the public library. Miss Rolfs has not been in the best of health for some time and will spend several months at her home before taking a new position.

Hammond. Two additional branch library buildings were opened in December. These were the Jennie L. Sawyer branch at Mulberry and Madison streets and the Marie Hanson branch located on Martha near Kennedy. Mrs. Howard B. Easter, the former Marie Hanson, was the first librarian in Hammond and has for several years been head of the circulation department. Mrs. Sawyer was librarian for 18 years, completing her service in 1924.

Each building with equipment and books cost about \$25,000, and is beautiful and artistic, modern and durable, with an atmosphere that will attract and retain readers. Each is an addition to the community in which it is placed and equipped throughout for the best type of neighborhood serv-

ice. Exterior finish is of brick and stone with steep tile roof. Interior contains large adult and children's reading rooms with a central loan space to the rear of which is the heating room and a staff rest room. Oil heat is used, indirect lighting, large studio type windows, and Library Bureau furniture throughout with mastic tile flooring. L. Cosby Bernard, of Hammond, was the architect.

The circulation of the public library has grown from 328,260 in 1929 to 729,457 books in 1931, and the new branches are already adding new records to the service.

Huntington. Miss Florence Weiford has been granted a leave of absence to complete her course at Indiana University, and she will also take the library course in the summer. Miss Florence Grayston of the public library is carrying on Miss Weiford's work.

Indianapolis. January 17 to 31 the annual exhibit of the American Institute of Graphic Arts was displayed at the public library under the supervision of the Technical Department. This exhibit, "Fifty Books of the Year", is composed of books chosen for the excellence of their bindings, typography, and general format. This year the most expensive book in the display was Walt Whitman's "Leaves of Grass", which was illustrated with Valenti Angelo's woodcuts and printed by the Grabhorn brothers, who were formerly Indianapolis printers. An exhibit of fifty English books accompanied the American display, which were found interesting for purposes of comparison.

During the Washington Bicentennial celebration, an exhibit of the recent Washington stamp issue was shown in the delivery room. It included the stamps from ½ cent up to ten cents and the portraits from which the stamp engravings were taken.

March 21 to 26 a Handicraft Fair was featured in the Cropsey Auditorium to show the various kinds of handicrafts being taught in the Indianapolis public schools.

There were examples of weaving, pottery, tiles, soap carving, maps, wall hangings, book-jackets, and hooked rugs made by the school children themselves. Library books, plates, and pamphlets from which the children have selected their patterns were displayed, and lists of books in both the Children's Department and the Art Room distributed.

Miss Ruth Line, a member of the Catalog Department since 1918, resigned in February to become the head of the catalog department at the Collis P. Huntington Memorial Library of Hampton Institute, Virginia.

Mrs. Dorothy Hudson, junior assistant at Spades Park, and Miss Hazel Smith, junior assistant at Prospect Branch, have resigned from the staff.

Gift of 500 books to the Butler University library by Mrs. Lizzie J. Carter of Bellefontaine, O., grandmother of Miss Elizabeth Yoder, Butler sophomore, was announced in February. The gift was made in memory of Mrs. Carter's husband, Andy G. Carter. The library now contains 62,300 volumes.

Miss Melbourne Davidson, of Bicknell, has taken the temporary position left vacant by the calling of Miss Kathryn Childs to the Cincinnati Public Library. Miss Davidson had her library training at the Columbia University Library School.

Mrs. William R. Davidson, Evansville, was appointed to the Indiana library and historical board by Governor Harry G. Leslie, to fill the unexpired term of Mrs. Elizabeth Claypool Earl, Muncie, who died recently. The term ends April 25, 1935. Mrs. Davidson has been a member of the city library board at Evansville seventeen years. She was nominated by the Indiana Library Trustees' Association. Mrs. Davidson was also appointed by the Governor on the Building Commission.

Lafayette. Hospital service to the Home and St. Elizabeth hospitals has been started by the public library, with Miss Hazel Randolph in charge of it.

Muncie. The board of the public library has been notified that the Goddard Foundation, a fund for the purchase of books by Indiana authors, is now available. The fund was established by the will of Joseph A. Goddard, a wholesale grocer of Muncie, and the income amounts to about fifty dollars annually.

An addition to the library at Ball State Teachers College has been approved by the board, and construction will begin as soon as specifications and plans can be completed. Space provided will add about thirty-five feet at the north end of the building, accommodating a reading room, librarian's office, catalog room, typing room, and additional stacks.

Princeton. A rental shelf has been established at the public library because of the impossibility of meeting demands for new fiction. Books are loaned only to registered borrowers at five cents for the first three days, payable in advance, and two cents

a day thereafter including Sundays. No reserves are made.

Rushville. Miss Mary Sleeth, who has been librarian of the public library since its organization over twenty years ago, has resigned and announced her candidacy for Treasurer of State at the Republican state convention this year. Miss Sleeth has served as vice-chairman of the Republican state committee for the last four years.

South Bend. An attractive twelve-page pamphlet, "Books as gifts," was issued by the public library at Christmas time. Following the adoption of several new rules by the Board, a six-page leaflet containing them and others was published under the title "You are invited to use your public library."

Wolcott. Mrs. Ernee Welsch has been appointed librarian to take the place of Mrs. Albert Miller, who has resigned after eight years.

Public Library Statistics for Year Ending December 31, 1931

Town	Population Served	Registered Borrowers	Number Volumes	Circulation	Expenditures
Albion.....	3,758	2,081	7,805	41,160	\$2,554
Alexandria.....	7,330	2,358	9,676	63,381	3,574
Aurora.....	5,039	3,146	8,096	23,399	2,462
Bedford.....	18,631	7,593	22,772	132,794	8,125
Bicknell.....	8,492	6,035	11,077	121,375	6,180
Bloomington.....	35,974	14,561	28,834	288,726	17,785
Bluffton.....	5,074	3,549	15,130	57,107	6,436
Brazil.....	9,383	2,514	11,698	61,242	6,322
Bristol.....	1,388	819	7,786	35,939	884
Brook.....	1,416	968	5,363	7,908	1,292
Brookston.....	1,892	1,401	4,275	14,987	1,728
Brookville.....	3,949	2,766	8,435	29,125	3,852
Brownstown.....	1,758	1,254	3,283	38,483	662
Cambridge City.....	5,560	3,173	17,508	93,149	4,901
Cannelton.....	2,265	400	4,218	10,555	417

LIBRARY OCCURRENT

Town	Population Served	Registered Borrowers	Number Volumes	Circulation	Expenditures
Carlisle.....	2,974	1,358	5,504	23,197	2,091
Centerville.....	2,218	1,570	4,850	19,560	1,196
Churubusco.....	2,205	1,937	4,859	16,334	1,163
Clinton.....	13,573	8,178	29,024	158,492	7,112
Columbia City.....	6,952	3,903	15,568	55,053	6,069
Connersville.....	12,795	5,047	14,487	105,251	7,265
Converse.....	1,886	722	5,415	18,445	1,514
Corydon.....	5,732	2,512	5,116	22,145	2,344
Crawfordsville.....	13,568	7,284	28,708	150,147	11,727
Darlington.....	1,566	857	7,000	13,401	1,719
Decatur.....	6,490	10,058	28,086	3,544
Delphi.....	3,198	2,463	15,765	27,200	3,645
Dublin.....	727	453	5,526	8,931	541
Dunkirk.....	2,583	2,371	4,365	16,283	759
Earl Park.....	1,031	842	7,561	32,557	2,664
East Chicago.....	54,784	13,196	48,568	326,688	49,787
Edinburg.....	2,930	1,630	5,494	31,476	2,717
Elwood.....	13,499	6,498	15,214	99,344	9,394
Fairmount.....	2,056	2,186	3,392	16,002	1,297
Flora.....	2,358	908	7,843	18,560	2,256
Fort Branch.....	2,378	995	4,957	15,699	1,370
Fortville.....	2,470	865	7,331	24,058	2,666
Fort Wayne.....	146,743	67,794	205,658	1,133,955	144,641
Fowler.....	6,247	3,602	17,972	106,966	6,745
Frankfort.....	12,969	8,521	24,466	109,134	10,059
Garrett.....	5,715	2,383	8,605	50,991	4,100
Gas City.....	5,749	682	5,601	41,480	3,150
Goodland.....	1,585	868	4,363	20,273	3,798
Goshen.....	12,006	7,278	21,466	145,000	13,755
Grandview.....	1,788	1,014	3,017	8,185	806
Greenfield.....	5,817	3,569	13,603	42,554	3,944
Greensburg.....	5,702	2,573	12,444	67,219	4,588
Greentown.....	2,305	965	3,541	15,324	672
Hagerstown.....	2,359	1,342	6,255	27,360	2,495
Hammond.....	64,560	20,664	91,323	729,457	116,000
Hebron.....	1,982	932	4,264	17,487	2,431
Huntingburg.....	4,396	1,241	5,719	21,317	3,175
Huntington.....	13,420	5,974	39,421	128,320	9,835
Jasonville.....	3,536	985	3,669	26,253	1,136
Kendallville.....	5,439	2,952	11,750	50,415	5,604

LIBRARY OCCURRENT

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Town	Population Served	Registered Borrowers	Number Volumes	Circulation	Expenditures
Kentland.....	1,972	943	6,733	23,142	2,885
Kirklin.....	1,421	1,058	4,251	8,461	1,663
Knightstown.....	2,209	1,532	6,402	21,427	2,244
Knox.....	2,589	1,518	2,753	12,420	894
Lafayette.....	26,240	5,311	47,588	82,382	11,977
LaPorte.....	15,755	5,676	28,735	117,359	14,723
Lawrenceburg.....	6,869	1,787	8,077	38,854	3,800
Lebanon.....	8,471	6,002	26,213	84,163	7,009
Liberty.....	5,880	2,158	8,572	50,323	4,911
Ligonier.....	2,890	3,180	13,080	45,199	4,096
Linden.....	1,224	742	4,764	17,034	2,875
Linton.....	10,079	3,069	13,214	90,904	4,509
Logansport.....	31,060	22,862	65,443	352,071	21,851
Lowell.....	4,031	1,301	5,863	23,537	3,181
Lynn.....	2,217	1,433	4,265	26,152	811
Madison.....	19,182	13,789	16,744	131,119	7,718
Marion.....	24,496	11,388	67,798	276,857	22,536
Martinsville.....	7,073	4,076	12,962	69,349	5,353
Mentone.....	2,755	1,707	6,552	14,988	1,479
Michigan City.....	28,121	13,687	25,279	166,509	11,147
Middletown.....	2,546	1,335	2,897	19,412	2,076
Milford.....	2,756	522	4,249	15,195	2,155
Mishawaka.....	28,630	9,594	23,999	183,057	16,914
Mitchell.....	6,464	383	4,971	33,237	2,698
Monon.....	2,438	2,245	4,633	15,930	2,079
Monterey.....	975	753	8,448	14,258	1,053
Monticello.....	3,440	2,202	14,966	30,210	4,498
Montpelier.....	2,883	1,108	12,052	19,013	2,813
Moorestville.....	2,521	1,895	7,892	26,466	1,958
Morgantown.....	748	334	668	5,246	119
Mount Vernon.....	8,085	2,503	12,159	83,165	3,968
Nappanee.....	6,137	1,809	6,698	58,694	6,018
Nashville.....	5,168	1,882	6,873	21,147	3,440
New Albany.....	25,819	8,433	32,801	138,007	8,641
Newburgh.....	3,505	1,355	7,152	23,545	1,785
New Harmony.....	1,022	729	26,790	29,654	3,862
Newport.....	9,665	3,174	5,129	60,511	7,895
Noblesville.....	6,564	3,840	18,511	71,796	5,665
North Manchester.....	4,950	1,181	8,221	46,357	3,318
North Vernon.....	11,800	4,349	17,246	168,666	9,015

LIBRARY OCCURRENT

Town	Population Served	Registered Borrowers	Number Volumes	Circulation	Expenditures
Odon.....	1,897	1,985	6,967	15,019	876
Orleans.....	2,408	1,912	3,700	19,777	1,567
Otterbein.....	1,254	945	4,388	12,451	2,000
Owensville.....	3,354	1,535	7,501	23,421	1,816
Oxford.....	1,430	1,056	7,613	20,529	2,473
Paoli.....	3,602	2,344	5,423	21,473	1,671
Pendleton.....	5,007	1,649	8,775	18,992	2,847
Pennville.....	1,298	412	3,999	7,990	343
Peru.....	12,730	4,560	29,695	63,893	8,371
Pierceton.....	1,832	700	5,231	10,580	1,491
Plainfield.....	3,339	2,172	9,201	33,883	3,465
Plymouth.....	7,240	3,729	13,785	63,072	4,447
Porter.....	805	870	3,249	8,262	395
Poseyville.....	1,892	332	3,205	8,480	830
Princeton.....	10,459	4,760	22,664	93,732	7,313
Remington.....	1,764	924	4,835	17,662	2,022
Rensselaer.....	3,882	1,714	20,689	28,893	4,898
Ridgeville.....	909	757	4,476	10,783	921
Roachdale.....	1,403	748	4,412	12,884	1,357
Roann.....	1,402	648	2,933	5,644	995
Roanoke.....	849	278	1,593	4,383	480
Rochester.....	10,890	4,695	16,832	111,098	9,062
Rockville.....	3,379	2,583	7,636	42,640	2,490
Royal Center.....	1,562	770	4,667	18,279	2,221
Rushville.....	7,023	2,613	10,333	57,330	14,945
Scottsburg.....	6,664	1,740	11,922	71,387	3,586
Seymour.....	8,803	5,226	16,833	94,406	9,138
Shelbyville.....	12,275	5,673	19,490	94,130	6,792
Sheridan.....	3,487	2,485	7,095	19,305	2,527
South Bend.....	104,193	55,509	112,853	959,425	101,001
Spencer.....	8,843	2,863	11,510	54,210	4,629
Spiceland.....	1,678	483	2,425	5,488	1,544
Swayzee.....	1,452	636	4,772	15,670	1,645
Tell City.....	4,873	1,668	7,092	29,492	2,644
Terre Haute.....	62,810	19,169	104,209	782,758	58,641
Thorntown.....	2,203	1,036	7,127	12,907	2,207
Tipton.....	7,071	3,748	15,989	54,655	5,131
Wabash.....	8,840	3,425	10,224	65,720	5,387
Walkerton.....	1,137	1,034	3,030	8,178	953
Walton.....	1,896	1,118	5,436	17,667	2,238

LIBRARY OCCURRENT

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Town	Population Served	Registered Borrowers	Number Volumes	Circulation	Expenditures
Wanatah.....	1,260	221	2,877	6,438	824
Warren.....	2,029	1,825	7,812	30,155	1,898
Warsaw.....	7,740	822	21,912	95,349	10,954
Waveland.....	1,682	1,113	7,427	21,278	2,062
Westfield.....	2,706	1,494	5,847	17,356	2,038
West Lebanon.....	929	519	4,561	9,998	1,264
Westville.....	1,417	678	5,308	9,693	1,541
Whiting.....	19,880	4,629	21,744	128,143	16,156
Winamac.....	2,509	916	5,057	6,561	2,489
Winchester.....	4,487	3,442	12,913	26,761	2,813
Wolcott.....	1,824	757	1,949	5,622	594
Worthington.....	2,383	1,405	7,236	19,107	2,319

Compiled from reports received to March 7, 1932.

Do you, as I do, ever feel the strange relationship that exists between books and people? Through some perversity as I read, I am continually identifying characters in books with people I know, although I am certain that the resemblance exists only in my imagination. "She is like Emily," I say to myself, or "he reminds me of Arthur." I have given neither of them a thought for years, but something about the description of a questioning eyebrow, or the running of fingers through the hair, sets my mind in motion, and Emily and Arthur, although they have never heard of each other, are standing here in the room before me.

For just a second I consider inscribing on the fly-leaf: "For Emily, this token of a remembered friendship," and hunting for the old address among my scraps of paper. Or "To Arthur, in whose life I once was greatly interested." But this is merely fancy and I read on, feeling even in thickest solitude the warmth and security of kinship.

Again I pause midway down a page. I am watching that dancing girl of the Neapolitan piazza. Was I fifteen or sixteen when I saw her capricious "Tarantella"? Or I see that tubercular artist, with his sad-eyed wife, crawling from the railway train

at Taos. Phantoms all, evoked through the stealth of suggestion. Now and then I am startled to recognize myself. I am occasionally the villain, more often the hero. Egoist that I am, I like the center of the stage. But wait. My humility asserts itself. "There but for the grace of God go I." How often have I breathed this refrain with a volume spread open on my knee!

If a book possesses this power of re-awakening life, of making us tingle with the glow of recognition, it is assuredly a star to which the most cumbersome of wagons may be safely hitched. Let no man, then, who has found one such, complain that he has known life only at second hand, or that he has clutched the cold, slippery fingers of a ghost.

—The Piper.

Literature for children is not a specific kind of literature, any more than food for children is a specific kind of food. Any food that children can digest and assimilate is food for children. So, too, any literature that children can psychologically comprehend and can mentally and emotionally thrive on is literature for children.

—Eleanor Rawlinson.

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INDIANAPOLIS

